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Master's Thesis of Public Administration

**Employee Performance Appraisal Satisfaction:
A Practice in the Vietnam Civil Service**

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Abstract

Employee Performance Appraisal Satisfaction: A Practice in the Vietnam Civil Service

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The objective of this study is to examine the determinants affecting employee performance appraisal satisfaction in the Vietnam public sector using data collected among public sector employees in provincial administrative agencies in Daklak Province. The study identified five factors which directly affect employees' satisfaction with the appraisal system, and also examined the indirect effect of two dimensions of culture on performance appraisal satisfaction.

The findings of the research revealed that only four factors "Feedback", "Consistency", "Performance Ratings", and "Reward Allocation" are proved to have significant effects on the satisfaction level of employees. In addition, a higher degree of in-group collectivism and longer power distance leads to a higher degree of employees' satisfaction in the Vietnam context.

Based on the findings, it was recommended that a bottom-up approach should be implemented in Vietnam context. To be specific, local governments need to take the crucial role of developing a complete appraisal criteria system, in consultation with the central government.

Keywords: Performance Appraisal, Appraisal Criteria, Individual Satisfaction, Dimension of culture

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Chapter 1. Introduction

Measuring performance has long attracted the attention of both academics and the practitioners in both private and public sector. In the public sector, performance appraisals are increasingly widely used and became an essential tool for performance management. There is a body of empirical research that suggests effective performance appraisals lead to some essential work outcomes, such as improved employee productivity and quality, job satisfaction, commitment and trust (Boice & Kleiner, 1997; Daley, 2016; Hatlan & Cuthbertson, 1975; C. O. Longenecker & Nykodym, 1996). In addition to the intrinsic elements of the system such as process, criteria, evaluators, etc., many scholars have proven the significance of employee attitude in the implementation of the performance appraisal system (Billikopf, 2010; Ilgen, Fisher, & Taylor, 1979; C. O. Longenecker & Nykodym, 1996).

Researchers have emphasized that appraisal reactions play an essential role in motivating and enhancing productivity. Of all the appraisal reactions, the satisfaction of performance appraisal system is a fundamental and most studied issue because the satisfaction is directly related to the appraisal process and appraisal effectiveness (Bernardin & Beatty, 1984a). Although many factors affect satisfaction of performance appraisal system, this study focuses on two factors: fairness perceptions and cultural factors, especially in the Vietnam context.

1.1 Overview of Performance appraisal in Vietnam Civil service

The performance appraisal for civil servants in Vietnam was developed following the promulgation of the Ordinance on Cadres and Civil Servants and the Decree on the recruitment, employment and management of civil servants and specific regulations on public servant evaluation (RPSE) in 1998. Although there were past practices for evaluating the ability, efforts, and work effects of government employees, the implementation of the RPSE marked the first time that the civil servant appraisal system in Vietnam was formally established. The RPSE was later emphasized when the National Assembly issued The Civil Servants Law in 2008 and continues to be detailed in the Decrees of the Government in 2010, 2013. The objectives of the appraisal system were to accurately, fairly and unbiased assess the behavior, morality, competition and effectiveness of civil servant. The appraisal result should be considered as an essential basis for reward and punishment, training, dismissal, and adjustment of the post, rank, and salary of the civil servants.

The Decree of the Government on civil servant evaluation in 2013, which is the latest legal document regulating civil servant evaluation, mandated an approach to appraise four categories of civil servant's performance: **discipline, morality, responsibility and achievement**. This Decree provided some fundamental definition about these categories, but did not specify a weighting scheme. The first term "discipline" addresses the extent to which the individual civil servant complied with the guidelines, policies of the Party and laws of the State. The term "morality" refers to the political quality and the individual, professional, and social ethics of the civil servants. Third, the dimension of "responsibility" focuses on behaviors of civil servants, which reflect their consciousness of

responsibility in work, work attitude, and working style. Finally, the term “achievement” emphasized the outcomes that the individual civil servant produced including the quantity, quality, efficiency, and effectiveness of their work. Besides the categories, the decree of the Government on civil servant evaluation in 2013 indicated that final result of the annual performance appraisal of civil servant must fall into one of the four levels: excellent, competent, competent but limited capacity, incompetent.

This decree also decided the methods and procedures of the performance appraisal. Annual appraisal is the only method applied. During the process of annual appraisal, civil servants should review and appraise their own performance across the entirety of that particular year and deliver a self-appraisal report to their supervisors, this report must be provided in writing. The civil servants then present their self-appraisal report at the meeting of the agency, organization or unit so that all participants can attend the comments meeting. The direct supervisor would decide the employee’s final performance appraisal results by reviewing the employee’s self-appraisal and consulting with the employee’s subordinates and peer about the behavior, attitude, and working result of the rated employee. After completing the evaluation process and having official results, civil servants who were rated as excellent and competent would be considered qualified for potential promotion regarding position, rank, and/or pay increase. In contrast, civil servants who were classified as ‘incompetent’ or ‘competent but limited capacity’ could face demotion, and those who got appraisal results of incompetent in two sequential years would be dismissed.

It cannot be denied that the system has achieved certain results when introducing a civil servant performance appraisal system, which in turn

supports human resource decisions and compensation policy. However, it was obvious that The Decree of the Government on civil servant evaluation in 2013 and other detailed government documents by 2010, 2013 only provide a general framework about how appraisal system for civil servants would operate. More specific documentation was needed to describe details about the appraisal components, evaluation factors, and guidelines regarding how to best employ and optimize the effectiveness of the appraisal system. The ambiguity and lack of specific documentation lead to the absence of a clear standard definition for concepts related to the performance appraisal of civil servants. This issue leads to inconsistencies and even misleading interpretations and practices by regulators about criteria such as discipline, morality, responsibility and achievement in the same government agency and within different government agencies.

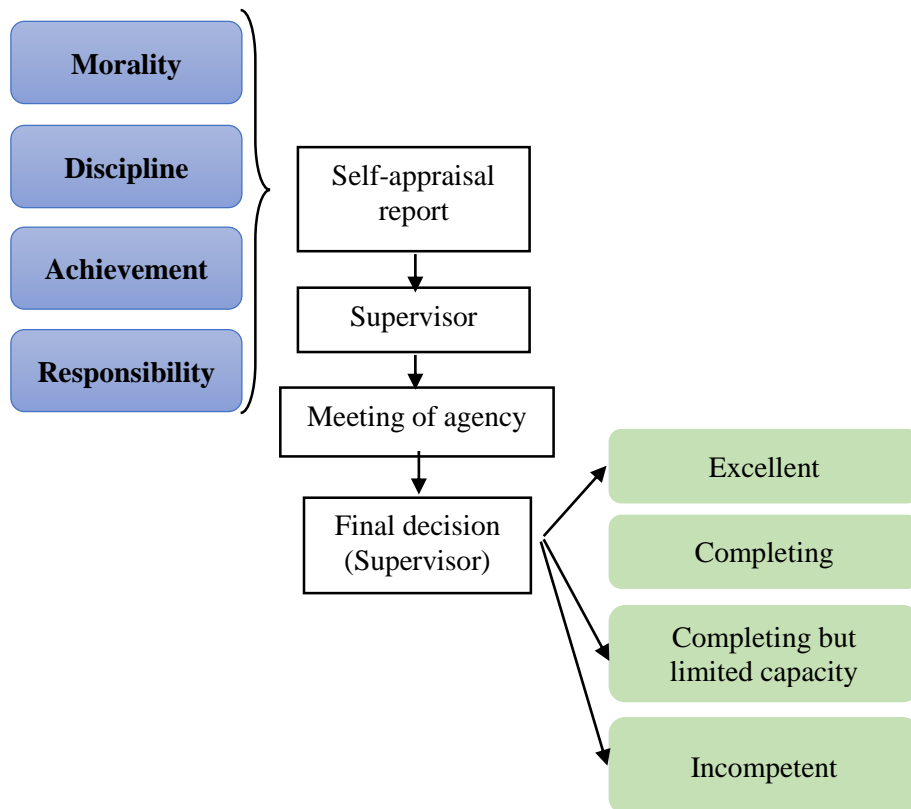


Figure 1.1 Performance appraisal process in Vietnam Civil Service

1.2 Problem Statement

The civil service system in Vietnam is still in its early stages of development. There are many significant problems that need to be addressed to truly reform the civil services system. The fact that performance appraisal is just one of many subsystems of the civil service system and its effectiveness and efficiency is largely dependent on the maturity of others systems that are tied with it. The unfinished status of Vietnam's civil service system made it difficult for the performance appraisal system to operation effectively. The appraisal system needs strong support from other human resources management subsystems,

such as job classification, staffing, and compensation. But these subsystems in Vietnam are also at the early stage of development and are unable to provide a comprehensive support.

Some main intrinsic problems of the present system can be named include:

- The performance appraisal criteria are too general to be properly or reliably evaluated; the performance dimensions of discipline, morality, responsibility and achievement are too ambiguous to be rated.
- The performance appraisal process requires the civil servant to present the self-assessment report at a meeting of the agency. This stage to ensures the democratic, however it leads to the situation that if the civil servant did not commit the offense during the year, they were classified as competent.
- Non-linkage of the process to an enforceable Reward and Sanctions Mechanism, non-linkage of the system to staff development.
- The ignorance and lack of concern for the civil servants, who directly involved in the process of appraisal performance. Currently, most officials in government agencies do not realize the importance of performance appraisal. At a result, civil servants and supervisors do not pay more attention to the performance appraisal system, thus ignoring the benefits from that system such as work orientation, fairness, clear goals and personal improvement.

In that context, the appraisal system is not effective and affects the employees' satisfaction of performance appraisal, which indirectly affects employee's performance. The above mentioned technical and implementation issues of the performance appraisal system in Vietnam civil service certainly take a long

time to change, civil servant awareness of the performance appraisal system needs to be prioritized.

1.3 Objectives of Study

The primary objective of this study is to identify the factors influence employees' satisfaction with the performance appraisal system in Vietnam Civil service, particularly in Daklak Province. The study sought to answer the question; **What are the factors affect the individual appraisal satisfaction of performance appraisal system?**

In turns, the specific objectives of the study are: 1) To develop a conceptual framework of how employees in Vietnam public sector perceive the fairness of appraisal system and its related to individual appraisal satisfaction; 2) To test the conceptual framework and determine can be applied in Vietnam; 3) To identify key practical recommendations and approaches for a better performance appraisal system in Vietnam's public service.

1.4 Significance of the Study

Civil servant performance appraisal has long been widely applied around the world. However, the development of this concept is rooted from the developed countries. Therefore, most models and researches are made in the context of developed countries. The implementation of public performance appraisal has been more challenging for developing countries, due to problems of capacity and institutional constraints. This study therefore fills a gap exists between the theory of Performance appraisal and its practice in Vietnam, where its implementation is still in its early stages of development and culture factor plays a significant role.

The findings of this study explores the perceptiveness of public servants towards the existing Performance Appraisal System, regarding five aspect included: The ability to participate to the process, the ability to give and receive feedback, the consistence of performance standard, the ratings based on performance achieved, and the relation toward reward allocation. The study also identifies the two significant challenges that affect the effectiveness of the current appraisal system, including the lack of comprehensive criteria and cultural factors. Finally, the study proposes a road map for solutions to address the challenges of practical implementation and using of the performance appraisal system. In sum, the study attempts to provide an overall picture of civil servants' perceptions of the current performance appraisal system and how to improve the effectiveness of existing systems.

1.5 Outline of Thesis

This thesis is divided into five (5) main chapters as follows: Chapter I introduces the research background, the problem statement of individual appraisal satisfaction within the Civil Service of Vietnam. Chapter II presents the literature review on the issues of performance management and performance appraisal as well as the framework model of the relationship between Participation, Feedback, Consistent of performance standard, Performance Ratings and Reward allocation and Individual appraisal satisfaction. Chapter III demonstrates the research methodology detailing the data types, processes and outcomes, and also explains the choice of the methodological for this research. Chapter IV presents and highlights the results of country analysis and discussion of findings. The last chapter (V) summarizes the findings and proposes recommendations for improving the effectiveness of the current model.

Chapter 2. Literature Review

This chapter presents a review of theoretical literature followed by empirical research in performance appraisal. It systematizes issues related to performance appraisal in general and performance appraisal in public sector. The chapter starts with an overview about performance management and the theoretical background of appraisal performance, followed by the benefits and characteristic of an effective performance appraisal system, and detailing the association between Organizational Justice Theory and Individual appraisal satisfaction. The last session of this chapter introduces the five dimensions of culture model and its effect on the Individual appraisal satisfaction.

2.1 Overview of Performance and Performance Management

According to Bates and Holton (1995), performance is a multi-dimensional construct, the measurement of which varies depending on a variety of factors. A comprehensive view of performance is defined by Brumback (1988), who argued that performance means both behaviors and results. Behaviors derives from the performer and transform performance from abstraction to action. Not only be the instruments for results, behaviors also outcomes in their own right – the product of mental and physical effort applied to tasks – and can be judged apart from results.

Performance is always associated with performance management and performance appraisal. Dooren (2010) defined Performance management is a type of management that incorporates and uses performance information for decision making. (Martinez, 2001) also demonstrated performance

management as “Measuring, monitoring and enhancing the performance of staff, as a contributor to overall organizational performance”. Jackson, Schuler, and Werner (2009) defined performance management system as a formal, structured process used to measure, evaluate and influence employees’ job related attitudes, behaviors and performance results. In other word, performance management system is complete integrated cycle of Performance Management, and the emphasis is managing individuals and groups effectively to achieve high levels of organizational performance. A typical Performance Management System consists of three factors: performance standards, measure performance and feedback. Thus, performance appraisal can be viewed as a vital part of performance management system.

2.2 Performance appraisal

2.2.1 Definition of performance appraisal

Performance appraisal is an element of performance appraisal management, performance appraisal can be described as a process of determining and communicating to employees would be able to know how well they are performing and what is expected to them in future in term of effort and task direction through an established plan for performance improvement (Byars & Rue, 2011). Furthermore, it is an evaluation process, in that quantitative scores are often assigned based on the judged level of the employee’s job performance on the dimensions or criteria used, and the scores are shared with the employee being evaluated. As a decision-making tool, performance appraisal is designed to structure the assessment process positively, it provides the manager with the means of making appropriate decisions that rationally contribute to the organization’s and the individual’s effectiveness and well-being (Condrey,

2010). These definitions imply that performance appraisal is a stage in the personnel management, systematically relates to the other stages. The primary purpose is to discover how the subordinate is presently performing on the job and use that information to support the goals of both individual employees, managers, and organization. Performance appraisal, thus, becomes an essential tool in human resource management.

2.2.2 Necessity of Performance Appraisal

Performance appraisal is part of the Performance Management System (PMS) that implements strategies for improving public service quality against the pressure of budget deficits, globalization with fierce competition, and the deterioration of public truth in the government. This process aims to improve operational efficiency and the performance of the state administration. On a broader scope, performance appraisal is an essential element in the whole personnel management system, which include: Recruitment, Job Description, Job evaluation Pay and Benefits, Education and Training. In this system, performance appraisal process is supposed to play a critical role in the development of employees and to align the goal of the individual employee with the goals of the organization. However, the perception of managers and employees about the performance appraisal is not consistent. According to (Klingner, Nalbandian, & Llorens, 2017), management implement the performance appraisal process as a tool to achieve several objectives: (1) communicate management goals and objectives to employees, (2) motivate employee to improve their performance, (3) distribute organizational rewards such as salary increases and promotions equitably, (4) conduct personnel management such as education and training, promotion or demotion.

On the employee's side, individual employees hope to receive feedback for improving their performance from the appraisal process. Performance appraisal can be recognizing as an intrinsic motivation for the employee. Performance appraisal results help civil servants determine their capacity, professional level, and ability to respond to the job. From there, civil servants can know their shortages of skills and weaknesses, thereby setting the goal for them to strive, improve themselves and fill in the shortcomings. And more importantly, employees satisfy the issues of fairness, when pay increase, awards and personnel decision are based on job-related criteria.

Despite different perceptions about performance appraisal, both employees and managers agreed that the ultimate goal of performance appraisal should be to provide information that will best enable managers to improve employee performance. Thus, ideally, the performance appraisal offers information to help managers manage in such a way that employee performance improves.

2.2.3 Characteristics of an effective appraisal system

Although the performance appraisal system has been implemented for a long time and widely uses all over the world, both in private and public sector, many studies and surveys indicate that the performance appraisal system is not as capable as what the theories predict and what the managers expect. In theory, performance appraisal is well suited to support the functions of human resource management, but in reality most performance evaluation system are not been very successful (Riccucci, Naff, Shafritz, & Rosenbloom, 2008). There are various components contribute to the success of an effective performance appraisal system, which can be categorized into three groups: Organizational culture, Designing, and Operating.

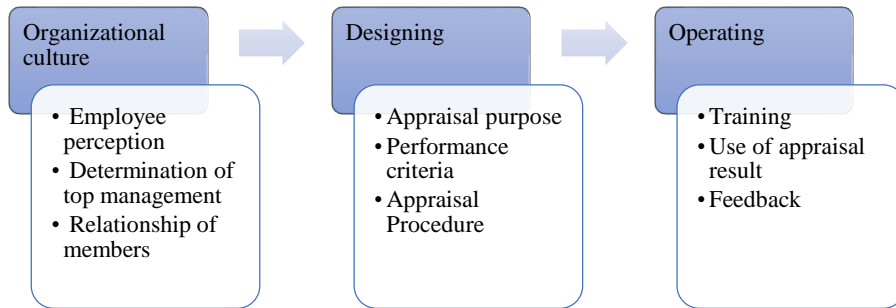


Figure 2.1 Characteristic of an effective performance appraisal

Organizational culture

The organizational culture is an abstract element. Thus it is challenging to measure its impact on the organizational operation. However, this is the first element should be considered for a successful appraisal system. The culture of the organization encompasses employee perception, the determination of top management, and openness and closeness in the relationships of members and departments within the organization.

Research demonstrates that performance appraisal systems that exhibit higher levels of participation are positively associated with elevated levels of employee and rater acceptance, which is a critical intermediate variable in the generation of appraisal system satisfaction, motivation and productivity (Cawley, Keeping, & Levy, 1998). According to Carroll and Schneier (1982), employees are more likely to accept the appraisal system if they understand the performance measurement process, agree on the value orientation of the system (i.e., focus on quality over quantity), share a consensus with management on the performance standards used, possess confidence in the accuracy of performance measurement, and perceive an absence of rater bias. Performance management must be more than a formal appraisal system, it should be an

everyday part of a high-performance culture (Pulakos, Mueller-Hanson, O'Leary, & Meyrowitz, 2012). In their contribution to building a high performing culture in organizations, the following recommendations have been made for performance management systems to drive results; set clear expectations for employees.

Hatlan and Cuthbertson (1975) emphasized that effectiveness of an appraisal program depends strongly on top management support; they are the ones that can provide funds for training and development, and they are the ones who can "shuffle" the deck to fit the needs of both the business and the individual manager. The importance of senior leaders was also supported by Boice and Kleiner (1997) when he highlighted that it is essential that the support documentation for performance should be maintained by both the supervisor and the employee for that appraisal process to be conducted in a productive manner.

The relationship of members in the organization is also a characteristic derived from the organizational culture. As Klingner et al. (2017) pointed out, the performance appraisal system should rest on a foundation of trust within an organization and open communication, particularly between the person being rated and rater. An effective appraisal system is a "participatory systems function most effectively in an atmosphere of trust and open communication" (Roberts, 2003).

Designing

Process evaluation system design is the development of processes, criteria, decision-makers and the whole way the system will operate. Designing is the first step which requires a high level of organizational understanding.

It is obvious that different appraisal methods are suitable for different evaluative purpose. Thus, it may be wise to utilize separate systems for separate purpose (Klingner et al., 2017), he recommends the performance appraisal system should be selected based on the purposes of evaluation. In addition, the objectives of the organization should be defined. This process involves clarifying the job role, job description, and responsibilities – explaining how the role and responsibilities contribute to broader goals, why individual and team performance is necessary (Boice & Kleiner, 1997). The process of establishing the goals of organizations and individuals provide linkages between employee and organizational performance.

The job analysis and job description systems are the basis of the performance appraisal system. Criteria and content of performance appraisal come from the job description process, so a comprehensive analysis and job description system, including both quantitative and qualitative factors are critical to an effective performance appraisal system. Job analysis and performance appraisal need to be more closely related by developing occupation-specific job description than include performance standards as duties, responsibilities, and minimum qualifications (Klingner et al., 2017). Absent systematic evaluation, the organization cannot make databased adjustments to the appraisal system (Roberts, 2003) and a clear definition of each level of performance must be provided and disseminated to all employee (Boice & Kleiner, 1997). In other words, the system must be set up to identify which employees are performing well and which are performing poorly on performance dimensions critical to job success and behaviors need to be prioritized in terms of time, quality and quantity expected (Huber, 1983).

Various appraisal techniques have been adopted in public sector, the traditional appeal of adjectival and numeric rating scales, made popular no doubt by their simplicity, has begun to give way to seemingly more objective, performance-based techniques used either solely or in combination with rating scales (Ammons & Rodriguez, 1986). Locher and Teel (1988) also argued that an effective performance appraisal system should be based on definitely written policies, procedures, and instructions for its use. Depending on the characteristics of the organization and the environmental factors, it is necessary to select a suitable technique or combine techniques. In short, there is no comprehensive technique, which fits for all case.

Operating

A system cannot function effectively without people well knowing about this system. In other words, the human is always the core element of each system. A major aspect of developing an effective performance system is training for those individuals involved as raters. C. Longenecker and Goff (1990) mentioned that this training should start with a focus on providing the manager with a systematic approach to the practice of effective people management. In this training, there should be a clear discussion of the ethical implications, dilemmas, and conflicts inherent in the appraisal process from the perspectives of the employee, the manager and the organization (Roberts, 2003). The training program is not only for supervisor, but also for employees. Since we are asking employees to contribute to the process (by being involved in the setting of personal objectives – and obviously in the review process), some training is required for all employees (Boice & Kleiner, 1997). In addition, training is essential for appraiser biases to be reduced (Huber, 1983).

On another side, Huber (1983) debated that the appraisal process must be part of a total management system which considers the need of the agency as well as the public employee. Appraisal results must be linked to personnel decisions such as salary, bonus or promotion policies. The active link between appraisal results and personnel decisions is a mandatory requirement of an effective performance appraisal system. Many performance appraisal systems attempt to relate pay to performance; when pay is not directly related to performance, it is possible that employees will discount the appraisal process (Boice & Kleiner, 1997).

The frequency and nature of supervisor feedback also is an important component of effective performance appraisal. An effective performance appraisal should include two-way communication and negotiation between the supervisor and employee (Smith, 1987). Employees need to be empowered to voice their opinions and self-assess their performance, thereby engaging them in the performance appraisal process that strengthens the relationship between supervisors and employees. Thus, effective performance feedback should involve, inform and motivate employees and create improved supervisor-employee communications (Villanova, Bernardin, Dahmus, & Sims, 2016). G. P. Latham, Mitchell, and Dossett (1978) also highlighted that without feedback, employees are unable to make adjustments in job performance or receive positive reinforcement for effective job behavior. Effective performance feedback is timely, specific, behavioral in nature, and presented by a credible source (Ilgen et al., 1979). Performance feedback is effective in changing employee work behavior and enhances employee job satisfaction and performance (C. O. Longenecker, Scazzero, & Stansfield, 1994).

2.2.4 Contemporary challenges to performance appraisal

Performance appraisal system was expected to be an essential tool for improving the effectiveness and productivity of public services. However, it is supposed from the discussions above that there are numerous challenges in conducting and implementing an effective performance appraisal system. A major and recurrent criticism of performance appraisal systems is subjectivity and discrimination. Performance appraisal system is often judged subjectively because of the quality of public services is not the same as that of general goods, they are difficult to evaluate these factors such as equity, justice, due process, accountability and others (Ricucci et al., 2008). Subjectivity can also derive from the relationship between appraiser and appraisee; obviously, the society association may influence the attitude as well as the perception of appraiser while they conduct the evaluation. Even if the appraisers are not biased towards their colleagues, they still face with the dilemma of performance appraisal when try to be frank and straightforward as the requirement of an effective system, at the same time, they have to preserve the man's integrity (Conant, 1973). Similarly, Grint (1993) demonstrated the "Crony Effect" – the result of an assessment distorted by the closeness of the personal relationship between the appraiser and the appraised.

Another challenge of performance appraisal system is reliability and validity. According to Peterson (2000), problems associated with performance appraisal include the lack of agreement on appropriate appraisal criteria, concerns over the validity and reliability of evaluation methods, and the negative perceptions of employees towards the appraisal system. It is clear that there are numerous criteria should be evaluated of the performance appraisal process such as knowledge, skills, and abilities (KSAs), personal traits or characteristics,

activities or work behaviors, and result can all serve as criteria for assessing performance (Milkovich, Boudreau, & Milkovich, 1991). Some organizations try to appraisal both quality elements (action and feature) and quantitative elements (skill, knowledge) in the same system but encounter with a complicated situation with invalid result. Others do not have objective measurement systems, relying instead on opinions of supervisor or peers, which are lack of credibility. Thus, selecting a set of criteria to provide balance in the performance standards is a difficult challenge.

It has also been pointed out that, many organizations have not been able to develop methods of linking agency or department performance with employee performance. In other word, performance appraisal systems are geared toward individual employee performance, which does not reflect the reality that most work is done in team, not individually (Riccucci et al., 2008).

Performance appraisal systems that exhibit higher levels of participation are positively associated with elevated levels of employee and rater acceptance which is a critical intermediate variable in the generation of appraisal system satisfaction, motivation and productivity (Cawley et al., 1998). Similarity, Cardy and Dobbins (1994) stated that the most technically sophisticated, accurate appraisal system can be limited its effectiveness if that system is not accepted and supported by employees.

Finally, the most significant challenge of a performance appraisal system is the change of environmental factors. Environment here can be primary environment – refers to those environmental actors who directly influence the organization or secondary environment – refers to the surrounding environment that has still indirect influence on the organization (Im, 2017). A performance appraisal system is a static system that is developed and implemented for a long

time. However, the constant change of environmental factors such as technology, law, and organizational structure requires continuous updating of the appraisal system.

2.3 Performance Appraisal Satisfaction

According to Giles and Mossholder (1990), performance appraisal satisfaction is the extent to which the employee perceives performance ratings reflect those behaviors that contribute to the organization. It also is considered the most consequential among all the variables that measure reactions to appraisal feedbacks (Giles & Mossholder, 1990; Keeping & Levy, 2000). Many studies have presented that appraisal satisfaction enhances motivation and increases productivity. However, appraisal systems still fail in reality because of the negative attitude and dissatisfaction with the appraisal system from both employees and managers (Fletcher, 1997; Gary P Latham, 1981).

Boswell and Boudreau (2002) argued that awareness of fairness to the appraisal system are an essential element that contributes to its effectiveness. If the performance appraisal is seen and believed to be biased, irrelevant and political, that may be a source of dissatisfaction with the system. Thus, employee perception to the appraisal system is a critical aspect of the acceptance and effectiveness of the system. Dissatisfaction with the appraisal system can lead to resistance, diminished motivation, and inequality in the organization. An appraisal process may be designed to motivate employees and inspire their continuous efforts toward goals, but, unless its participants are satisfied with and support it, the system will ultimately be unsuccessful (Mohrman & Lawler, 1981).

2.4 Organizational Justice Theory

Jerald Greenberg (1987) defined the concept of organizational justice concerning how an employee judges the behavior of the organization and the employee's resulting attitude and behavior. Organizational justice researchers have reached a general agreement that fairness can be divided into two types. The first widely accepted type of justice was called "Procedural justice". Procedural justice considers the fairness of the process leading to the of a particular decision. "Distributive justice", the second type, is often defined as the fairness of the outcomes of a particular decision.

2.4.1 Procedural Justice

Procedural justice is defined as the perceived fairness of the procedures used to make allocation decisions, the importance of procedural justice is magnified when we take into account that by ensuring a fair process, more positive attitudes can result, regardless of the nature of the outcome itself (M. Audrey Korsgaard & Roberson, 2016). There are three main ways in which procedural justice is part of the performance appraisal process: Opportunity to participate for employees, ability to give and receive feedback, and standards consistently across employees.

The first element, the opportunity to participate refers to the ability to present opinions of employees and to respond to decisions that will affect their interest (M. Audrey Korsgaard & Roberson, 2016). Dulebohn and Ferris (1999) proved that when employees are given the opportunity to express their opinions in the performance appraisal process, their evaluation of procedural justice are strengthened. In other word, the variable procedural participation has related to

increased employee satisfaction with the appraisal and its effectiveness (Nathan, Mohrman, & Milliman, 1991).

During the actual performance appraisal, the ability to give and receive feedback enhances the perceptions of procedural justice. Landy, Barnes, and Murphy (1978) showed that performance appraisal fairness was related to the opportunity to express feelings when evaluated. Ilgen et al. (1979) also found that satisfaction with the performance appraisal process is also influenced by employees' perception of the feedback they receive.

Other factors where procedural justice can be manifested are "consistent application of performance standards" across employees (J. Greenberg, 1986). It means performance standards are developed to inform employees of the level of performance they are expected to achieve and/or the objectives they are expected to accomplish (Bernardin & Beatty, 1984b). Employees who feel that the appraisal is fairly evaluating them on standards that are being applied consistently across employees should also be more satisfied with the appraisal.

Based on the discussion above, the proposed hypotheses are:

Hypotheses 1: *The opportunities to participate will be positively related to employees' satisfaction with the performance appraisal system.*

Hypotheses 2: *The ability to give and receive feedback will be positively related to employees' satisfaction with the performance appraisal system.*

Hypotheses 3: *The consistent performance standards will be positively related to employees' satisfaction with the performance appraisal system.*

2.4.2 Distributive justice

Distributive justice is defined as the perceived equity of the distribution of resources (M. Audrey Korsgaard & Roberson, 2016). This type of

organizational justice focuses on employee evaluations of equity concerning decisions or outcomes that may affect them and includes things like monetary rewards and promotions. Two categories of distributive justice, which are classified by J. Greenberg (1986), have been adopted for this study are: receipt of rating based on performance achieved and recommendation for salary increases or promotion based on these ratings. Organizational rewards that are perceived to be contingent on appraisal ratings have been shown to be related to satisfaction with the system of appraisal (Cascio & Aguinis, 2008). Thus, the two distributive variables, ratings based on performance and reward allocation, are expected to predict employee satisfaction of the appraisal system. J. Greenberg (1986) also highlighted that employees who perceive the appraisal as accurately rating them based on their performance should be more satisfaction on it. Based on that discussion, the proposed hypotheses are:

Hypotheses 4: *The ratings based on performance achieved will be positively related to employees' satisfaction with the performance appraisal system.*

Hypotheses 5: *The relation toward reward allocation will be positively related to employees' satisfaction with the performance appraisal system.*

2.5 Dimension of Culture

There is no doubt that the effects of local cultural settings are usually secured in the organization through traditions. A particular cultural feature may affect different performance-related organizational processes in different ways. One well-known study relates to cross-cultural was carried out by Geert Hofstede, examining international differences in work-related values. According to Hofstede (2003), there are five core dimensions of culture: 1) power-distance (the extent to which people accept the unequal distribution of power); 2)

uncertainty avoidance (the extent to which people dislike ambiguity and uncertainty); 3) individualism-collectivism (the extent to which people are oriented towards the well-being of themselves/families as opposed to an orientation towards a wider social grouping); 4) femininity-masculinity (the extent to which material forms of success are prized over values such as caring and nurturing) and 5) time perspectives (long-term and short-term perspectives). It is obviously that differences in culture, technology or tradition make it difficult to directly apply techniques that have worked in one setting to another, thus researcher proposes:

Hypotheses 6: The extent of selected dimensions of culture will moderate the performance appraisal system.

2.5.1 In-Group Collectivism

Triandis (2018) defined that in-group collectivism reflects the degree to which individuals express pride, loyalty, and cohesiveness in their families and organizations. Bochner and Hesketh (1994) also specified that low in-group collectivism implies that an individual's employment relationship is mainly transactional and utilitarian. In this scenario, employees tend to accept differences in the assessment results among individuals. As a result, linking the appraisal (performance results) with the reward (pay) promotes a fairer and more equitable sense and enhances the motivational and performance (Porter & Lawler, 1968). By contrast, high in-group collectivists have been found to attach greater importance to group harmony and face (Triandis, 2018). In that circumstance, using the primary evaluation to determine salary and promotion would not be desirable. In other word, low-collectivist cultures encouraged a fair appraisal process. By contrast, a fair appraisal process is less frequent in high-in-group collectivist cultures, thus researcher proposes:

Hypotheses 6a: *In-group collectivism will moderate satisfaction with the performance appraisal system.*

2.5.2 Power distance

House, Hanges, Javidan, Dorfman, and Gupta (2004) defined Power-distance as the degree to which members of an organization or society accept unequal distributions of power. Hierarchical structures present in the workplace in high power-distance societies reflect a tolerance for status, position, and seniority (Hofstede, 2003). Tolerance for hierarchical solutions, respect for authority and loyalty mean that subordinates are more comfortable to agree with evaluations and subsequent decisions made by their supervisors. In contrast, low power-distance cultures are characterized by decentralized decision-making and mutual communication (Hofstede, 2003). Performance appraisal allows employees the opportunity to express their opinions and interact with supervisors to understand their job requirements better.

Briefly, High power-distance has been found to correlate with lower degrees of interpersonal trust (Shane, 1993). By contrast, in low power-distance cultures, power is shared, and decision-making is more participative, thus researcher proposes:

Hypotheses 6b: *Power-distance will moderate satisfaction with the performance appraisal system.*

Chapter 3. Methodology

This chapter discusses the design of the study which has helped to identify data types, requirements of respondents, and techniques for gathering and analyzing the data. The content on this chapter includes the description of the research design, population, the sampling methods, research instrument, and processes of data collection and analysis.

3.1 Research Framework

The previous chapter presented the literature review about performance appraisal satisfaction and the factors affected employee's performance appraisal satisfaction. It also addressed critical conceptual issues about performance appraisal satisfaction. Following from this, the study investigates how the satisfaction of individual performance appraisal relates to perceived fairness performance appraisal. Organizational Justice Theory is applied to classify two type for fairness, procedural justice and distributive justice. In more detail, this study analyzes the influence of the elements in Organizational Justice Theory included the opportunities to participate into the appraisal system, the ability to give and receive feedback, the consistent performance standards, the ratings based on performance achieved and the relation towards reward allocation. Culture dimension of power-distance and in-group collectivism are also explored. The relationships are conceptually defined in Figure 3.1.

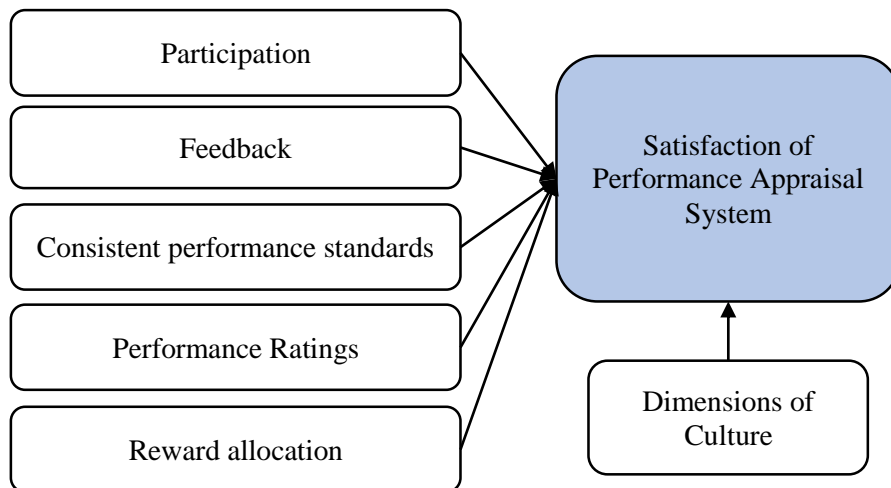


Figure 3.1 Research Framework

3.1.1 Independent Variable

Participation (Pa)

The items and scales utilized in this research to measure the opportunities to participate in the performance appraisal system were based on previous research and modified from studies conducted from Magner, Welker, and Johnson (1996), Greller and Jackson (1997). It was measured with six items in a five-point Likert scale response format (Babbie, 2015, p. 177), ranging from strongly agree [1] to strongly disagree [5].

Feedback (Fe)

The study applies the combination of items taken from a previous research that were modified from studies conducted by Langan-Fox, Bell, McDonald, and Morizzi (1996). This independent variable was measured by four items with a five-point Likert scale response format.

Consistent performance standard (Co)

The items of this variable was developed from one emerged factor in procedural justice in the study of Jerald Greenberg and Cropanzano (1993). It also was measured in a five-point Likert scale response format.

Performance rating (Pr)

This variable was assessed by two items based on the research of Langan-Fox et al. (1996). A five-point Likert scale response format also was used to measure this variable.

Reward allocation (Ra)

Four items to measure the reward allocation of performance appraisal system were taken and modified from study conducted by Langan-Fox et al. (1996). A five-point Likert scale response format was used to measure this variable.

3.1.2 Dependent Variable

Satisfaction with Performance Appraisal System (Sat)

The study applies the questionnaire model based on the research of M Audrey Korsgaard and Roberson (1995) that had a high reliability estimate (.90). The two items were “I am satisfied with my latest performance appraisal,” and “My latest performance appraisal was a positive experience for me”, used to measure the employees’ satisfaction in a five-point Likert scale, ranging from strongly agree [1] to strongly disagree [5].

3.1.3 Moderating Variables

Power-Distance (PD) and In-Group Collectivism (IG)

Measures concerning cultural dimensions were proposed by Hofstede (2003) with four dimensions of culture, i.e., power-distance, individualism-collectivism, uncertainty avoidance and masculinity-femininity. However, the researcher adopted just two variables, power-distance and in-group collectivism (individualism-collectivism substitute). Power-distance is measured by Dorfman and Howell (1988) with four items. As for in-group collectivism, the study uses the four-item version of the questionnaire developed by Earley (1993). Both two variables above were assessed on a five-point Likert scale (1=strongly disagree, and 5=strongly agree).

3.1.4 Demographic variable

The researcher also uses demographic variables such as gender, age, tenure, job grades in the model. These variables are used as control variables in regression analyses for descriptive purpose only.

Table 3.1 Initial Survey Questionnaire items in relation to hypotheses and constructs

Hypotheses	Variables	Relevant Questions
	Procedural Justice	
H1: <i>The opportunities to participate will be positively related to employees' satisfaction</i>	Participation	Q1 to 6
H2: <i>The ability to give and receive feedback will be positively related to employees' satisfaction</i>	Feedback	Q7 to 10

H3: <i>The consistent performance standards will be positively related to employees' satisfaction</i>	Consistency	Q11
	Distributive justice	
H4: <i>The ratings based on performance achieved will be positively related to employees' satisfaction</i>	Performance ratings	Q12 to 13
H5: <i>The relation toward reward allocation will be positively related to employees' satisfaction</i>	Reward allocation	Q14 to 17
Satisfaction with the performance appraisal system	Performance Appraisal Satisfaction	Q18 to 19
Current performance appraisal system	Current system	Q20 to 23
	Dimensions of Culture	
H6a: <i>In-group collectivism will moderate satisfaction with the performance appraisal system</i>	In group collectivism	Q24 to 27
H6b: <i>Power-distance will moderate satisfaction with the performance appraisal system</i>	Power Distance	Q28 to 31
Background information	Demography	Q32 to 38

To summarize, the Conceptualization, Scale item and Item Sources of all variables is written in table 3.2 below:

Table 3.2 The summarize of variables

Variable	Definition	Items	Item Sources
Participation	The ability to present opinions of employees and to respond to decisions that will affect their interest	6	(Magner et al., 1996)

Feedback	The two-way communication	4	(Langan-Fox et al., 1996)
Consistent performance standards	The consistent application of performance standards” across employees	1	(Jerald Greenberg & Cropanzano, 1993)
Performance Ratings	The receipt of rating based on performance achieved	2	(Langan-Fox et al., 1996)
Reward Allocation	The recommendation for salary increases or promotion based on employees’ ratings	4	(Langan-Fox et al., 1996)
In-Group Collectivism	The degree to which individuals express pride, loyalty, and cohesiveness in their families and organizations	4	(Earley, 1993)
Power Distance	The degree to which members of an organization or society accept unequal distributions of power	4	(Dorfman & Howell, 1988)
Performance Appraisal Satisfaction	The extent to which the employee/appraise perceives that the performance ratings reflect those behaviors that contribute to the organization.	2	(M Audrey Korsgaard & Roberson, 1995)

3.2 Data collection

The study uses both primary data and secondary data. The primary data were collected through self-completing questionnaire and semi-structure interviews. Survey method by using questionnaire was therefore employed considering the large population, to collect the views of both employees and supervisor in all twenty (20) departments in Daklak Province. Semi-structure interviews were conducted with the supervisor at some department as key informants who were main actor in charge of the annual performance appraisal review of the entire department. The key informants' interviews were purposely adopted to help provide deeper and better understanding of the data which were not or inadequately captured by the reports and other secondary sources of information. On the other hand, secondary data such as reports, articles, relevant books and the internet were used to complement the primary data sources.

Both quantitative and qualitative data were used in the study. However, the study focused on the quantitative data obtained through the questionnaire to provide a deep understanding of the effectiveness of the public service assessment system in Vietnam. The instruments employed to collect primary quantitative data were questionnaires and semi-structured written interviews guide.

3.3 Population and sample

The study uses the case of Daklak Province in Vietnam, with the target population is all civil servant and supervisor were working in provincial administrative agencies which involve a total of 1,162 personnel including 785 employees and 387 supervisors in 20 provincial departments.

Due to the large size of the human base, systematic sampling is used for collecting data. The sample size was 200 respondents, (18% of the population). However, the actual number of participators who responded to the questionnaire was given as 168, representing an 84% response rate. Three chiefs of staff at three departments, who directly supervise the performance appraisal process in each department also were interviewed through semi-structured written questionnaires.

3.4 Analysis of Data

The data were used in this study was collected from the participants through the online questionnaire described previously. After that, the data were checked, edited, coded and processed with the excel software and SAS software program. Excel software helped to analyze the data into tables and graph, which presented a clear picture of the responses while SAS software helped to statistically analyze the data, run the multiple regression, and compare among groups, the results from this process will be used to answer the research questions.

3.5 Validity and Reliability

The constructs were tested for two psychometric features namely: Validity and Reliability, to confirm that the measurement was precise and reflect the phenomenon. The section below gives details of the reliability and validity assessments of the research constructs.

3.5.1 Validity

According to Babbie (2015) ,Validity relates to a measure that accurately reflects the concept it is intended to measure. He also categorized four type of validity included: Face validity, Criterion-related validity, Content validity, and Construct validity. Face validity refers to the quality of an indicator that makes it seem a reasonable measure of some variable. Criterion-related validity is the degree to which a measure relates to some external criterion. Construct validity is the assessment of the extent to which indicators measure the construct and Content validity involves the degree to which a measure covers the range of meanings included within the concepts.

The content validity was established through the academic literature review and also through the process of items selection and modification in the development of the questionnaire based on the previous study. To improve the level of validity, the items used in this research were developed from operationalization process and were purify to suit the scope of this study. Thus, the questionnaire could be accepted as possessing content validity.

3.5.2 Reliability

Reliability referred to the extent which results are reliable over time and a precise depiction of the total population, and if the result of a study can be reproduce under a similar methodological approach (Joppe, 2000). Hulland (1999) indicated two measures of reliability which are indicator reliability and composite or Cronbach's alpha. Indicator reliability related to the evaluation of the outer loadings of factors, and as determined by the criteria, the standardized indicator loading must be equal or over 0.70. Composite Reliability and

Cronbach's Alpha are the measures of internal consistency reliability, it involves the determination of how well the construct is measured by its respective items and the recommend threshold is over 0.60.

The most widely used reliability assessment is the Cronbach's Coefficient Alpha, which used to evaluate internal consistency reliability (Litwin & Fink, 1995). It still on the argument that what is the appropriate cut-off point for reliability. Hinton, McMurray, and Brownlow (2004) suggested four cut-off point for reliability, which include excellent reliability (0.90 and above), high reliability (0.70-0.90), moderate reliability (0.50-0.70) and low reliability (0.50 and below). According to Henseler, Ringle, and Sinkovics (2009), reliability threshold should be equal or over 0.60 for the reliability measurement of the constructs.

Chapter 4. Data Analysis and Results

The previous chapter provided the literal framework and the detailed methods of data collection and analysis. This chapter will directly focus on solving the objective of the dissertation as well as answering the research questions. Quantitative data were analyzed by using excel and SAS program. The discussion based on the result of quantitative analysis process and semi-structured interviews with the managers directly in charge of performance appraisal in some department.

4.1 Measurement purification: Pilot Study

4.1.1 Pilot Study Methodology and Demographic of Respondents

According to DeVellis (1991), a pilot study in the form of a survey questionnaire was conducted in order to purify the measurement scales. The pilot survey questionnaire was distributed to fifty (50) participants who were selected by random sampling in ten (10) departments in Daklak Province. An online survey questionnaire was sent by email after the agreement of respondents in term of the instrument and privacy.

Data analysis for the data generated from the pilot study was done using SAS (version 3.4 for Windows). Before the data analysis process, the questionnaire items were assigned a code base on the codebook for the convenience of the researcher. Descriptive statistics, including mean, standard deviation, Cronbach's alpha and correlation coefficients, were generated for all the study variables. The pilot studies fulfil a range of important functions for the main

study through instrument purification, such as checking question-wording, understanding of respondents, questionnaire duration and analysis procedure (Van Teijlingen & Hundley, 2001).

Fifty questionnaires (50) were distributed for the pilot study among public sector employees working across ten (10) departments in Daklak Province, the response rate was 100%. The demographic profile of the respondents who participated in the pilot study (Table 4.1) shows that 46% were male and the remaining 54% were female. The age group ranged from 20 to 55 years, almost between 26-35 years old and the majority of respondents were in the position of Official (86%). Table 4.1 presents the demographic characteristics of the participants for the pilot study.

Table 4.1 Demographic characteristics of respondents for pilot study (n=25)

Demographic	Category	Frequencies	Valid Percentage
Gender	Male	23	46%
	Female	27	54%
Age	20-25	1	2%
	26-35	37	74%
	36-45	11	22%
	45-55	1	2%
	Over 55	0	0%
Department	Department of Taxation	5	10%
	State Treasury Office	5	10%
	Department of Industry and Trade	5	10%
	Department of Education and Training	5	10%
	Department of Science and Technology	5	10%
	Department of Foreign Affairs	5	10%

	Department of Home Affairs	5	10%
	Department of Natural Resources and Environment	5	10%
	Department of Justice	5	10%
	Department of Construction	5	10%
	Department of Taxation	5	10%
Position	Head of Division	1	2%
	Deputy Head of Division	6	12%
	Official	43	86%
Education	Undergraduate	39	78%
	Graduate	11	22%
Recent result	Incompetent	0	0%
	Completing but limited capacity	0	0%
	Completing	35	70%
	Excellent	15	30%

4.1.2 Reliability Test

Table 4.2 Revised Cronbach's alpha value for pilot study

Construct	Revised Cronbach's alpha for pilot study
Satisfaction	0.88
Participation	0.84
Feedback	0.83
Performance Ratings	0.8
Reward Allocation	0.89
In group collectivism	0.79
Power Distance	0.62

Cronbach's alpha test is the widely applied method to determine the reliability of the scale. The SAS output indicated that the individual Cronbach's alpha (or the reliability score) ranging from 0.62 to 0.92 (Table 4.2). According to Drost (2011), the value of Cronbach's alpha equivalent to 0.7 and above shows that items are reliable; however, in the early stage of research, a score of 0.5 to 0.6 is also considered satisfactory. The pilot study result showed that there are no constructs have Cronbach's alpha less than 0.5, there for all the variable can be used in the main study and the construct of the current pilot study is reliability.

4.1.3 Pearson's Correlation Analysis

Table 4.3 Correlation table for pilot study

Variable	Mean	STD	Sat	Pa	Fe	Con	Pr	Ra
Sat Satisfaction	3.72	0.664	1					
Pa Participation	4.04	0.494	0.49***	1				
Fe Feedback	4	0.583	0.55***	0.63***	1			
Con Consistent Performance Standards	3.94	0.843	0.19	0.05	0.02	1		
Pr Performance Ratings	3.76	0.679	0.59***	0.59***	0.64***	0.13	1	
Ra Reward Allocation	3.74	0.812	0.61***	0.61***	0.6***	-0.1	0.71***	1

The Pearson's correlation analysis using SAS program based on data of pilot study presented that there is a significant positive correlation of "Performance Appraisal Satisfaction" with respect to "Participation" ($r=0.49$); "Feedback"

($r=0.55$); “Performance Ratings” ($r=0.59$) and “Reward Allocation” ($r=0.61$).

A correlation coefficient value of more than 0.6 indicates a high association, while a value range of 0.4 to 0.6 indicates a moderate association and less than 0.4 means a weak association between the two variables.

4.2 Main Study Finding

4.2.1 Demographic Characteristics of Respondents

Analysis of respondents (Question 32 to 38 of the questionnaire) is a process to provide the general information of respondents who participated in the research. This demographic profiles of the respondents who participated in the main study, comprising of age, gender, length of service, current department, level of education and previous performance rating grade, are shown in Table 4.4. Demographic details of participants shown that 85 respondents (50.6%) were female and 93.4% of respondents were aged between 26 and 45 years' old, more specifically, there are 104 respondents (61.9%) were between 26 and 35, and from 36 to 45 years 'old, there are 53 people (31.5%). The greatest number of respondents had the length of service of 5 to 10 year which cover 38.1% of the population, however the group of respondents had less than 5-year experience also accounted for a large proportion with 48 participants (28.6% correspondingly) The majority of respondents were from the Department of Home Affairs, Department of Natural Resources and Environment, Department of Science and Technology, Department of Transport and Department of Education and Training. Most of the respondents were in the position of an Official (82.0%) while the number of Deputy Head of Division accounted for 12.6%. The level of education consisted on Bachelor's Degree (75.0%) and

Ph.D. or higher (21.4%). Besides that, the majority of the respondents had a performance appraisal of Excellent (33.9%) and Completing (65.6%), which included almost 99.5% of the total number of respondents. Also, respondents found their last performance appraisal to be very satisfied (11.0%) or satisfy (61.9%).

Table 4.4 Demographic details of respondents for main study (n=168)

Demographic	Category	Frequency	Valid percentage
Gender	Male	83	49.4%
	Female	85	50.6%
Age	<25	1	0.6%
	26-35	104	61.9%
	36-45	53	31.5%
	46-55	8	4.8%
	Over 55	2	1.2%
Length of service	<5	48	28.6%
	5-10	64	38.1%
	11-15	35	20.8%
	16-20	12	7.1%
	21-25	5	3.0%
	Over 26	4	2.4%
Department	Department of Industry and Trade	4	2.4%
	Department of Transport	13	7.7%
	Department of Foreign Affairs	8	4.8%
	Department of Home Affairs	16	9.5%
	Department of Agriculture and Rural Development	4	2.4%
	Department of Natural Resources and Environment	15	8.9%
	Department of Justice	11	6.5%
	Department of Culture, Sports and Tourism	9	5.4%

	Department of Construction	13	7.7%
	Department of Planning and Investment	3	1.8%
	Department of Finance	2	1.2%
	Department of Labor, War Invalids and Social Affairs	2	1.2%
	Department of Information and Communications	3	1.8%
	Department of Education and Training	13	7.7%
	Department of Health	3	1.8%
	Department of Science and Technology	14	8.3%
	Office of the People's Committee	8	4.8%
	Department of Taxation	7	4.2%
	Social Security Office	11	6.5%
	State Treasury Office	9	5.4%
Position	Official	137	82.0%
	Deputy Head of Division	21	12.6%
	Head of Division	8	4.8%
	Deputy Director of Department	1	0.6%
Education	High school	0	0.0%
	Diploma level	6	3.6%
	Bachelor's degree	126	75.0%
	Master degree or higher	36	21.4%
Last performance Rating Grade	Incompetent	0	0.0%
	Completing but limited capacity	1	0.6%
	Completing	110	65.5%
	Excellent	57	33.9%
Satisfy of the last appraisal	Strongly agree	19	11.3%
	Agree	104	61.9%
	Neither agree nor disagree	39	23.2%
	Disagree	6	3.6%
	Strongly disagree	0	0.0%

4.2.2 Descriptive Statistics

Summary of responses of Likert-item scale for the whole questionnaire

The responses of Linkert-item scale for the whole questionnaire which consists of 31 items for the main study are presented in table 4.5, as shown.

Table 4.5 The detail result of responses according to items

Note: STD= Standard Deviation; S/A = Strongly Agree; A = Agree; N = Neither agree or disagree; D= Disagree; S/D= Strong Disagree

No	Questions items	Mean	ST D	Percentage				
				S/A	A	N	D	S/D
1	Opportunity to prepare	1.81	0.57	27.4	64.3	8.3	0.0	0.0
2	Be encouraged to be part of the process	2.14	0.69	14.9	59.5	22.6	3.0	0.0
3	Opportunity to make suggestions	2.12	0.75	17.9	57.1	20.2	4.8	0.0
4	Be encouraged to give opinions	1.98	0.64	20.8	61.3	17.3	0.6	0.0
5	Consistent performance objectives	2.10	0.65	15.5	60.1	23.2	1.2	0.0
6	Opportunity to respond	2.05	0.67	17.9	61.9	17.9	2.4	0.0
7	Feedback help to improve performance	1.82	0.57	26.8	64.3	8.9	0.0	0.0
8	Feedback relevant to job	1.92	0.59	20.8	66.7	11.9	0.6	0.0
9	Review the goals	2.15	0.74	17.3	54.2	25.0	3.6	0.0
10	Feedback is useful	2.01	0.66	20.2	60.1	18.5	1.2	0.0
11	Consistent performance standards	2.05	0.79	20.2	61.9	10.7	6.5	0.6
12	Success to recognize across employees	2.25	0.66	9.5	58.9	28.6	3.0	0.0
13	Evaluating on the critical factors	2.14	0.66	13.1	61.9	22.6	2.4	0.0

14	Fairly in the determination of rewards	2.17	0.83	20.8	47.6	25.0	6.5	0.0
15	Influence pay increases	2.21	0.83	15.5	56.5	20.2	6.5	1.2
16	Link between performance and rewards	2.30	0.86	15.5	49.4	24.4	10.7	0.0
17	Appraisal influence Rewards	2.11	0.68	14.3	63.7	18.5	3.6	0.0
18	Last appraisal was positive	2.20	0.67	11.9	58.9	26.8	2.4	0.0
19	Satisfaction with last appraisal	2.19	0.67	11.3	61.9	23.2	3.6	0.0
20	The appraisal criteria is fair	2.21	0.74	13.7	56.0	25.6	4.8	0.0
21	The criteria measures real performance	2.49	0.85	9.5	44.6	33.9	10.7	1.2
22	Satisfy with current salary	2.61	0.97	9.5	42.9	27.4	17.9	2.4
23	Satisfy with current criteria	2.40	0.77	9.5	48.2	35.7	6.0	0.6
24	Group welfare is more important	1.81	0.59	28.0	63.7	7.7	0.6	0.0
25	Group success is more important	1.96	0.79	28.6	51.8	14.9	4.8	0.0
26	Same rating to all subordinate	2.91	1.30	17.3	28.0	10.7	34.5	9.5
27	Appraisal is based on personal work	3.15	1.13	8.3	24.4	19.0	40.5	7.7
28	Maintain harmony in organization	1.77	0.73	36.9	52.4	7.1	3.6	0.0
29	Employees should not disagree	3.04	1.09	7.7	26.8	25.6	33.3	6.5
30	Manager should make most decisions	3.64	1.07	6.0	11.3	11.3	55.4	16.1
31	Manager should frequently use authority	3.49	1.12	5.4	16.7	18.5	42.3	17.3

The mean of each item in the questionnaire ranges from 1.77 (question item no. 28) to 3.64 (question item no. 30), which indicates that most respondents were more “Agree” with the items in the questionnaire. The finding from the correlation analysis also indicates that, except the items related to “Culture dimension”, others items have a significant association with performance appraisal satisfaction and that most respondents agree with the item laid out in the questionnaire. This signal implies that overall respondents were moderately satisfied with the existence of the procedural and distributive justice variables in the performance appraisal context. Furthermore, the respondents are fairly satisfied with the current appraisal as a method of evaluating their performance. Finally, the relatively small standard deviations of 17 first items of five independent variables indicate that there is agreement among respondents concerning their attitudes towards the Participation, Feedback, Consistent Performance Standard, Performance Ratings, and Reward Allocation that were examined.

However, two moderator variables related to culture factor which are measured by items 24 to 31 have the lowest value and highest value of mean are 1.77 and 3.64 respectively, indicates that the perceives about the dimension of culture among respondent are diversity. This result also suggests that in the public sector of Daklak Province, the in-group collectivism is more focus on collective culture and the power distance was high – indicated that there is an inequality relation between employees and supervisor.

Pearson’s Correlation

Table 4.6 presents the correlations for all the variables, which were generally moderate. Overall, there are significantly statistic evidence to state that all the

independent variables have associations with the dependent variable (Satisfaction). The highest level of correlation among the independent variables and dependent variable was seen with the “Reward Allocation” variable ($r=0.60$, $p<0.01$), while the correlation between “Consistent Performance Standard” and “Satisfaction” is weakest among these independent variables ($r=0.30$, $p<0.01$). In addition, these two moderator variable have a weak association with “Satisfaction” with the coefficient were 0.34 and 0.30 respectively.

The inter-correlations among the procedural justice variables were moderate: “Participation” and “Feedback” ($r=0.57$, $p<0.01$), “Participation” and “Consistent Performance Standards” ($r=0.30$, $p<0.01$), “Feedback” and “Consistent Performance Standards” ($r=0.19$, $p=0.15$). This phenomenon may indicate an overlap between the factors of procedural justice. However, because of the representativeness of all three factors for procedural justice in the context of performance appraisal as discussed in Chapter 2, this phenomenon was expected. The similar signal can be found among the distributive justice variables while the inter-correlation between “Performance Ratings” and “Reward Allocation” was also high ($r=0.61$, $p<0.01$). Again, there may be some overlap between these two independent variables, and it can be expected according to the literature review discussed in Chapter 2. The association between these two moderator variables are slightly strong ($r=0.60$, $p<0.01$), which is consistent with the theory about the dimension of culture.

Table 4.6 Mean, Standard deviation, and Pearson correlation coefficients (n=168)

	Mean	STD	Sat	Pa	Fe	Con	Pr	Ra	IG	PD
Sat Satisfaction	2.19	0.62	1							
Pa Participation	2.03	0.52	0.43 <.0001	1						
Fe Feedback	1.97	0.52	0.57 <.0001	0.56 <.0001	1					
Con Consistent Performance Standards	2.05	0.79	0.30 0.0001	0.28 0.0003	0.19 0.0157	1				
Pr Performance Ratings	2.20	0.60	0.54 <.0001	0.53 <.0001	0.59 <.0001	0.35 <.0001	1			
Ra Reward Allocation	2.20	0.68	0.60 <.0001	0.49 <.0001	0.55 <.0001	0.16 0.0384	0.61 <.0001	1		
IG In group collectivism	2.46	0.66	0.34 <.0001	0.27 0.0003	0.32 <.0001	0.18 0.0219	0.26 0.0007	0.22 0.005	1	
PD Power Distance	3.39	0.94	0.30 <.0001	0.21 0.0055	0.15 0.0474	0.12 0.1149	0.21 0.0066	0.15 0.06	0.60 <.0001	1

Reliability Test

As discussed in the Chapter 3 and also, in the pilot study sector, the Cronbach's alpha was used to test the reliability of the scale. The output from SAS software showed that the individual Cronbach's alpha ranging from 0.60 to 0.88 with the lowest value of the alpha was "In-group collectivism" variable and the highest value of the alpha was "Participation" variable. This outcome indicated the construct of the main study is reliability.

Table 4.7 Cronbach's alpha value for main study

Construct	Cronbach's alpha for main study
Satisfaction	0.83
Participation	0.88
Feedback	0.82
Performance Ratings	0.77
Reward Allocation	0.87
In group collectivism	0.60
Power Distance	0.82

4.2.3 Hypotheses testing

This section presents the results of hypotheses testing. Table 3.1 presents seven hypothesizes, represented by the causal paths (H1, H2, H3, H4, H5, H6a, H6b) that were used to test the relationship between five independent variables includes Participation, Feedback, Consistent performance standard, Performance ratings, Reward allocation and Employee's satisfaction; the effect of the moderator variables (In-group collectivism and Power Distance) and

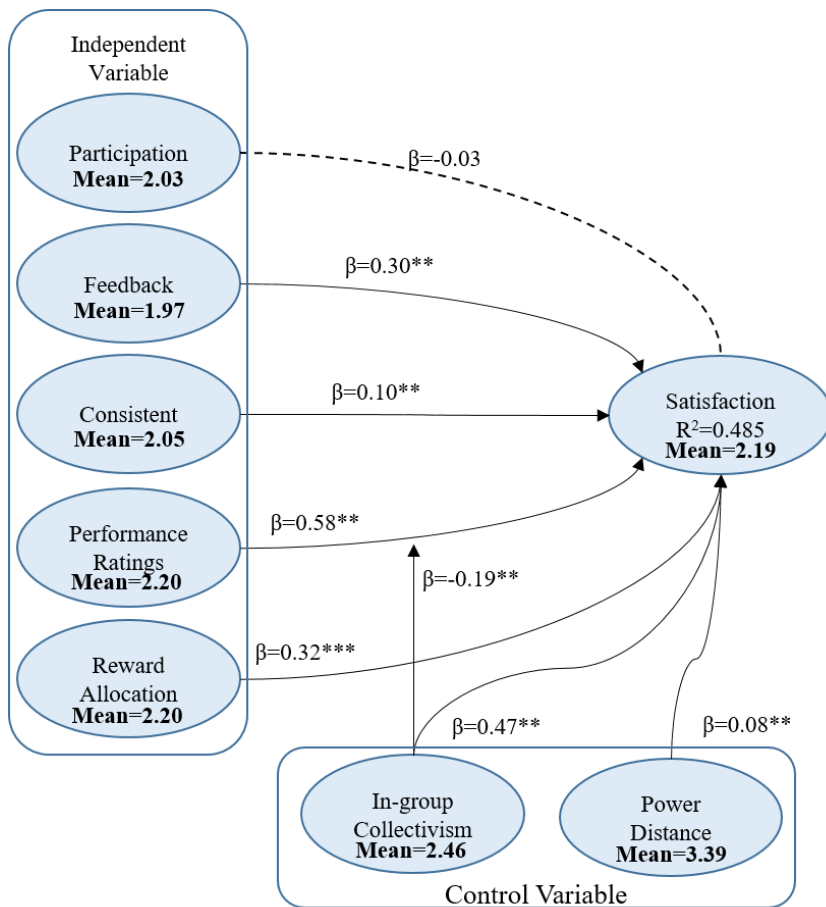
control variables (Current position, Level of education, and Last performance rating grade) also were test though the multiple regression analysis.

Model 1 is used to examine the relationship between the five independent variables and Satisfaction of employee with the appraisal system after removing the inappropriate effects from the control variables and moderator variables.

Model 2 for multiple linear regression between all five independent variables and the dependent variable with two moderation variable, which be applied from the full theoretical framework following the literature review in Chapter 2. Model 3 for multiple regression between five independent variables and Satisfaction with the inclusion of two control variables (Current position, and Last performance rating grade) and two moderation variable (In-group collectivism and Power distance).

Table 4.8 presents the summary output from SAS software of three multiple regression model. The first model consists of five independent variables along with two control variables of Culture factor and also includes the influence of In-Group Collectivism on to the relationship between variable "Performance ratings" and the dependent variable. the Sig. in ANOVA equaled to <0.0001 which is smaller than alpha (0.01, confidence level 99%). Therefore, it is significant to predict Satisfaction (dependent variable). The value of R square equaled to 0.4915, meaning that five independent variables of the study (Participation, Feedback, Consistent performance standard, Performance ratings, Reward allocation) account for 49.15% of the variance in Satisfaction of employees (dependent variable) when the effect of control variables has been statistically controlled. This model also shows that there are two control variables, In-group Collectivism and Power Distance, that have significant contribution to Employee's Satisfaction at significant level of alpha 5%. The

control In-group Collectivism has a significant and positive contribution by 0.47 to Employee's Satisfaction at the p-value of 0.0227, which is smaller than alpha of 0.05 (confidence level 95%). As for control variable Power Distance, it has significant and positive contribution by 0.08 to Employee's Satisfaction at the p-value of 0.0321, which is smaller than alpha of 0.05 (confidence level 95%).



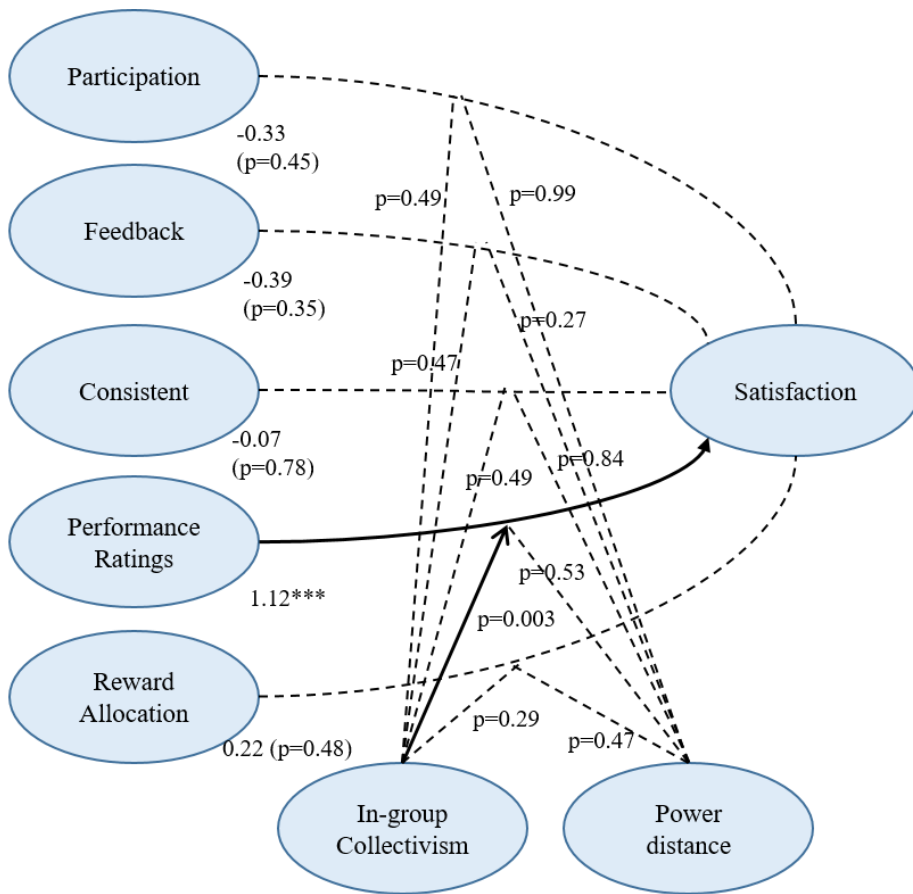
(Significant at: *p<0.10, **P<0.05, ***p<0.01) (→ supported ---> not supported)

Figure 4.1: Model 1

From model 1, the influence of cultural factors on the relationship between the independent variables and the level of individual satisfaction (the dependent variable) is taken into account, which is the components of the model 2. The

result multiple regression analysis of model 2 indicates that most of the parameter estimate represented for the effect of moderator variables in this model are not statistically significant, except the effect of “In-Group Collectivism” on the relationship between “Performance Ratings” and “Satisfaction” ($\beta = -0.51$, $p < .05$). The above output shows that two dimensions of culture, which are in-group collectivism and power distance do not reinforce or weaken the relationship between variables "Participation", "Feedback", "Reward Allocation", and "Consistent of performance standard" to the dependent variable. Besides, the coefficients estimated in the second model do not guarantee statistical significance; thus this model is not appropriate for analyzing the relationship between independent variables and dependent variables.

Finally, the output from Model 3 for multiple regression with two moderator variable and two control variables (Current position, and Last performance ratings grade) clearly indicates that these control variables do not affect the level of satisfaction of the civil servants in view the present of the moderator variable. The p-value of these three control variable is quite high; they are even not significant at the confidence level of 90%. More specifically, the results of the previous year's appraisal and current position do not influence the employee's perceptions of the current appraisal system. Model 3 that included all independent variables, control variables, and moderator variables yielded weak results when most of the parameter estimates in the multiple regression analysis were not statistically significant. Hence, this model is not suitable for use in evaluating and analyzing relationships between the independent variables and individual satisfaction.



(Significant at: * $p < 0.10$, ** $P < 0.05$, *** $p < 0.01$) (→ supported ----> not supported)

Figure 4.2 Model 2

In order to test the hypothesizes, a multiple regression analysis was conducted with the five independent variables (Participation, Feedback, Consistent Performance Standard, Performance Ratings, Reward Allocation), one dependent variable (Performance Appraisal Satisfaction) and one moderator variable (In-group Collectivism) which just affect the relationship between variables "Performance ratings" and "Performance Appraisal Satisfaction". Thus, the study considered selecting model 1 to test the hypothesis.

Table 4.8 Analysis of the Casual Relationship Between Independent Variables, Dependent Variable and Control Variables

	Dependent Variable (Employee's Satisfaction)							
	Model 1				Model 2 (2 moderator variable)			
	Parameter Estimate	Std. Error	Pr > t	Parameter Estimate	Std. Error	Pr > t	Parameter Estimate	Std. Error
Intercept	-0.86	0.46	0.0604	0.33	0.66	0.6114	0.03	0.84
Participation (Pa)	-0.03	0.08	0.717	-0.33	0.44	0.4507	-0.29	0.44
Feedback (Fe)	0.30	0.09	0.0018	-0.39	0.41	0.3458	-0.55	0.42
Consistent Performance Standards (Co)	0.10	0.05	0.0316	-0.07	0.26	0.7806	-0.08	0.25
Performance Ratings (Pr)	0.58	0.24	0.0156	1.12	0.38	0.0035	1.14	0.38
Reward Allocation (Ra)	0.32	0.07	<.0001	0.22	0.31	0.4841	0.27	0.31
In group collectivism (IG)	0.47	0.20	0.0227	0.25	0.36	0.4987	0.18	0.38
Power Distance (PD)	0.08	0.05	0.0879	-0.11	0.23	0.6193	-0.09	0.23
IG affect Performance Ratings	-0.19	0.09	0.0312	-0.51	0.17	0.0028	-0.50	0.17
IG affect Participation				0.12	0.17	0.4885	0.10	0.18
IG affect Feedback				0.08	0.11	0.4671	0.16	0.17
IG affect Consistent				0.12	0.18	0.4999	0.08	0.11

IG affect Reward Allocation					0.13	0.12	0.2882	0.14	0.13	0.2728	
PD affect Participation					0.00	0.12	0.9871	0.00	0.12	0.9816	
PD affect Feedback					0.12	0.11	0.266	0.14	0.11	0.1992	
PD affect Consistent					-0.01	0.07	0.8401	-0.01	0.07	0.8745	
PD affect Performance Ratings					0.07	0.11	0.5307	0.07	0.11	0.5577	
PD affect Reward Allocation					-0.07	0.10	0.4739	-0.10	0.10	0.3113	
Position (Official)								0.28	0.45	0.5373	
Position (Deputy Head)								0.52	0.45	0.2545	
Position (Head)								0.01	0.47	0.9819	
Last rating grade (Completing)								0.13	0.48	0.7835	
Last rating grade (Excellent)								0.10	0.48	0.8402	
N	168				168			168			
Adjusted R2	0.4915				0.4921			0.5709			
Sig.in ANOVA	<.0001				<.0001			<.0001			

The opportunities to participate (Hypotheses one: H1)

The results of this analysis showed an insignificant relationship between “Participation” and “Satisfaction” ($\beta=-0.03$, $p=0.717$). This outcome contrasts with studies by Dulebohn and Ferris (1999) and M. Audrey Korsgaard and Roberson (2016) who proved that when employees are given the opportunity to express their opinions in the performance appraisal process, their satisfaction with the performance appraisal are strengthened. Therefore, the first hypothesis H1 which stated that: “*The opportunities to participate will be positively related to employees’ satisfaction with the performance appraisal system.*” is not supported.

The ability to give and receive feedback (Hypotheses two: H2)

Hypotheses H2 predicts that “*The ability to give and receive feedback will be positively related to employees’ satisfaction with the performance appraisal system.*” The result from multiple regression analysis indicated that the relationship is positive and significant ($\beta=0.30$; $p<0.01$). This supports the argument by Landy et al. (1978) and Ilgen et al. (1979) who found a strong influence of the ability to give and receive feedback of employees on their satisfaction with the performance appraisal. The second hypothesis H2, therefore, is consequently confirmed.

The consistent application of performance standard (Hypotheses three: H3)

It was theorized that employees should be more satisfied with the appraisal system which is fairly evaluating employees on standards that are being applied consistently across employees. Consistent Performance Standards in this study showed a significant positive influence on the employees’ satisfaction with the performance appraisal ($\beta = 0.10$, $p<0.05$). This evidence supports the argument

by J. Greenberg (1986) who recommended an effect of Consistent performance standard on Satisfaction of employees. Thus, the third hypotheses H3 is supported.

The ratings based on performance achieved (Performance Ratings – Hypotheses 4: H4)

The parameter estimated of the Pr reveals that Performance Ratings has a positive significant impact on Employees' Satisfaction with performance appraisal in Vietnam ($\beta = 0.58$, $p < 0.001$). This implies that public servant in Vietnam recognize the important of Performance Ratings. Compare with other variable, Performance Rating has the highest parameter estimate, indicates that this variable is the most important factor contributed for the satisfaction of employee on to the performance appraisal. This outcome also support the finding of J. Greenberg (1986) who note the significant impact of the ratings based on performance achieved on Satisfaction. Hence, the fourth hypotheses H4 is highly supported.

The relation toward reward allocation (Reward Allocation – Hypotheses five: H5)

The reward allocation is conjectured to exhibit positive and significant effect on the satisfaction of employees with the performance appraisal. The coefficient defining the relationship between this independent variable and “Satisfaction” (H5) indicated a great positive and significant influence of reward allocation ($\beta = 0.32$, $p < 0.001$). This notable impact of the relation toward reward allocation is consistent with others researchers such as Cascio and Aguinis (2008) who also identified that organizational rewards that are

perceived to be contingent on appraisal ratings related to the performance appraisal. This result supports the fifth hypotheses H5.

Dimension of Culture (Hypotheses six: H6a and H6b)

As seen in figure 4.2 and table 4.8 above, In-group collectivism have affected the employee's Satisfaction with the current appraisal system. According to the final model regression output, the parameter estimate of In-group Collectivism variable is 0.47, and it also significant with 95% of confidence level. In other words, Satisfaction will increase by 0.47 for every 1-unit increased in In-group Collectivism. This result revealed that the higher in-group collectivism, the higher satisfaction employees perceived. This outcome is in sync with the previous researches that also noted the influence of in-group collectivism culture on Satisfaction in developing countries (Triandis, 2018).

In the same vein, the finding of the study showed that "Power distance" influence Satisfaction of the employees with performance appraisal. The final regression equation has shown that Satisfaction will decrease 0.08 for every 1-unit increase in Power Distance. The p-value of 0.031 is smaller than the alpha of 0.01 (confidence level 95%), which means that Power Distance (control variable) made a significant influence to the employee's satisfaction, the longer power distance of the organization, the higher satisfaction of employee. This result supported the study of Hofstede (2003) and Shane (1993) who noted a positive significant effect of power distance on Satisfactions of employees. In other word, the six beta hypotheses H6b was supported.

Table 4.9 Summary of Hypotheses Testing

Hypotheses	Remarks
H1: The opportunities to participate will be positively related to employees' satisfaction with the performance appraisal system.	Not Support
H2: The ability to give and receive feedback will be positively related to employees' satisfaction	Support
H3: The consistent performance standards will be positively related to employees' satisfaction	Support
H4: The ratings based on performance achieved will be positively related to employees' satisfaction	Support
H5: The relation toward reward allocation will be positively related to employees' satisfaction	Support
H6a: In-group collectivism will moderate employees' satisfaction with the performance appraisal system	Support
H6b: Power-distance will moderate employees' satisfaction with the performance appraisal system	Support

4.2.4 Compare groups

The purpose of this section is to examine the influence of control variables on the dependent variable, thereby giving a more comprehensive knowledge about the factors that affect the employees' satisfaction with the performance appraisal.

Compare the group of “Last performance rating grade”

Many factors can affect employee satisfaction with the performance appraisal system, one of which may be that employees who have been rated well in past appraisal will be well aware of the employee performance appraisal system, which indirectly influence their satisfaction if compared to those with bad

results. In this study, 65.5% of employee get a result as “Completing” and 33.9% get a result as “Excellent” in the last period appraisal, which cover 99.5% of the respondents. Therefore, the result focus on compare the difference between these two group in term of their satisfaction with the performance appraisal to examine the role of “Last performance rating grade” for employees’ satisfaction. The outcome from SAS software was presented in the table 4.10 below:

Table 4.10 Compare satisfaction between “Completing” group and “Excellent” group

Last performance rating grade	N	Mean	Std Dev	95% CL Mean	
Completing	110	2.22	0.6336	2.09	2.34
Excellent	57	2.17	0.5850	2.01	2.32
Diff (1-2)		-0.05	0.6176	-0.14	0.25
Method	Variances	DF	t Value	Pr > t	
Pooled	Equal	165	-0.51	0.6100	

The mean score of “Satisfaction” of two group “Completing” and group “Excellent” were respectively 2.22 and 2.16, which indicated that most of the respondents in both group fell satisfy with the current performance appraisal system. The P-value of Pooled method was 0.61 indicated that there is no statistic significant evidence to state that the mean value of these two group were different. In other word, there is no difference between “Excellent” group and “Completing” group in term of the level of satisfaction with the performance appraisal.

Compare the group of “Current Position”

The purpose of this section is to compare the difference in satisfaction levels of employees with the performance appraisal system between the employee and the supervisor.

Table 4.11 Compare satisfaction between “Official” group and “Supervisor” group

Current Position	N	Mean	Std Dev	95% CL Mean	
Official	137	2.17	0.5918	2.07	2.27
Supervisor	31	2.31	0.7380	2.04	2.58
Diff (1-2)		-0.14	0.6208	-0.38	0.11
Method	Variances	DF	t Value	Pr > t	
Pooled	Equal	166	-1.12	0.2634	

Despite the vast difference in the number of respondents between two groups, 137 (81.54%) participants were official and 31 (18.45%) participants were supervisor, the mean score of satisfaction among the two groups was quite similar. The P-value of Pooled method was 0.26 indicated that there is no statistic significant evidence to claim that the mean score of these two group were different. This result contrasts the opinion of C. O. Longenecker and Nykodym (1996) who believed that there is difference in manager/subordinate perceptions related to the performance appraisal satisfaction. The potential explanation for this phenomenon may be due to similarities in the evaluation process between employees and supervisors. In other words, these two objects

are applied to the same performance appraisal process, leading to their same degree of satisfaction with the system.

Compare the group “Gender”

Aside from the last performance rating grade, gender is also more likely to affect civil servant’s satisfaction as a control variable. With a 50.6% share of the total number of participants, the study was gender-balanced. The table 4.12 below provides information on the comparison of two groups of respondents by gender.

Table 4.12 Compare satisfaction between “Male” group and “Female” group

Gender	N	Mean	Std Dev	95% CL Mean	
Female	85	2.15	0.5775	2.03	2.28
Male	83	2.23	0.6641	2.09	2.38
Diff (1-2)		-0.08	0.6218	-0.27	0.11
Method	Variances	DF	t Value	Pr > t	
Pooled	Equal	166	-0.85	0.394	

The outcome shown that the mean of “Satisfaction” variable of female group and male group were 2.15 and 2.23 respectively. The difference between these two value is not statistic significant while the P-value of Pooled Method is 0.39. This results indicated that the level of satisfaction with performance appraisal between male and female was the same.

4.3 Interpretations and discussions of hypotheses

4.3.1 Perception of Current Appraisal System

At previously mentioned in Chapter 3, a five-point Likert scale, ranging from “Strongly agree” (1) to “Strongly disagree” (5) was used to measure the perception of civil servant about the current appraisal system. The findings from the questionnaires analysis reveal that the mean scores for four items of the employees’ attitude toward the appraisal system were between 2.21 (± 0.74) and 2.61 (± 0.97), they are: the fairness of the appraisal criteria, criteria measure real performance, satisfaction with current salary and satisfaction with current criteria. The general finding from the questionnaires (see Table 4.5) indicates that 56% of respondents agree “The appraisal criteria is fair” and also 42.9% agree that they satisfy with the current criteria. However, some of the findings are counter-intuitive, for instance 46.2% of participants thought that the criteria did not measure the real performance. This phenomenon indicates that the majority of the public employees accepted the current performance appraisal criteria and followed these criteria, even though they perceived that the current appraisal did not reflect the real performance of employees.

Based on the finding of this study, the fact that the current performance appraisal system in the Vietnam context was a subjective, collective-based system, there is no specific scale in rating and the appraiser had a free right to measure the appraise performance to his/her discretion after organize a meeting among all the employee of their agency. The finding from the qualitative interviews also supported this issue, in particular, the effectiveness of the current appraisal system in term of evaluating the real performance of employees can be described, as an interviews clearly pointed out:

“In my opinion, the current system is ineffective in evaluating the true performance of employees because the criteria are too general and cannot be quantified, so the direct supervisor tends to judge by emotion and relationship. Moreover, this issue created the inconsistent of evaluation among agencies.”

As indicated in the study findings, the management normally needs to decide the most appropriate types of performance evaluation measures. Finding from both the qualitative and quantitative studies indicated that the current performance appraisal system had some elements of dissatisfaction among employees. As seen from the previous qualitative interview extracts and also supported by quantitative finding from survey questionnaires in which the minority of respondents decided that they were “Strongly agree with the current criteria” and “Strongly agree with their current salary”, with the proportion were the same 9.5% of participants.

4.3.2 The Opportunity to participate into the process

According from the result of survey questionnaire, the majority of respondents agree or strongly agree with the question relevant to their participation into the performance process. Among six items used to measure the opportunity to participate of employees, the highest mean value belongs to “Opportunity to prepare” (1.81, ± 0.57) and even the lowest mean value, which is “Be encouraged to be part of the process” (2.14, ± 0.69) was still higher than most of the other items. This signal suggests that there was a fairly high degree of participation of employees into the appraisal process. The fact that, employees actually took part in most of the path of the process. As shown at the Figure 1.1 in Chapter 1, at very first step, the employees need to submit their self-report

of their performance for a year to the direct supervisor. They also involve in the next steps of the appraisal process such as discussing with supervisor, and agency meeting.

However, the result from data analysis and from the interviewer presented a different aspect of the high degree of participate in performance appraisal. As mentioned in 4.2.3, the output of hypotheses testing shown that there is no statistics significant evidence to state that “The opportunity to participate” could affect “The satisfaction of employee with the performance appraisal”. In other word, even public service employees in Vietnam have a high degree of opportunity to take part in the process, it does not influence their satisfaction with the appraisal system. The findings from qualitative study can provide some hints for this phenomenon:

“The reason that employees participate in most stages of the appraisal process is follow the regulation of the Ministry of Home Affair; thus participation is only formal. On the other hand, employees are not aware of the direct relationship between participation in the process and the results of the evaluation. Therefore, they only participate in the meeting or discussion because of the regulations without actively participating in the whole process.”

In summary, public servant in Daklak Province have a high opportunity to participate in the performance appraisal process. However, due to the lack of linking between participation and the final rating result, employees were lack of motivation to actively involved in all the stage of process. Instead of that, they chose to follow the regulation, participate passively, that explain the

reason why “The opportunity to participate of employee” does not affect their Satisfaction with the performance appraisal.

4.3.3 The ability to give and receive feedback

Ability to give and receive feedback, as the result of the quantitative analysis, emerged as a significant predictor of satisfaction. The result from the questionnaire indicated that the majority of respondents agree or strongly agree that the feedback is useful (60.1% agree and 20.2% strongly agree). Moreover, the other questions presented the same tendency such as 64.3% of respondents agree that the feedback help to improve performance while 66.7% agree that feedback relevant to job. According to the appraisal process presented in figure 1.1, Chapter 1, the process required employees and supervisor to communicate with each other before, during and after the evaluation period. As a result, employees have more opportunities to discuss with their supervisor not only about the appraisal process issue, but also their performance during the year and it could help employees make improvements and prepare for the annual performance appraisal. In additional, the information from the interviewees may provide a more comprehensive picture of the issue:

“Maintaining the interaction between employees and supervisor (both formal and informal) is a tradition in the Vietnamese administrative environment. This can be considered as the most common way for employees to share their opinions and get feedback from the supervisor.”

“In fact, the process of self-appraisal report by civil servants and the personal evaluation of supervisor is done repeatedly until there is a

common consensus between the supervisors and their subordinates.

Most of the feedbacks were given and received at this stage.”

It can be seen that feedback serves not only as information exchange, it also becomes an informal channel for employees to participate directly in the appraisal process, contribute their opinion and suggestion on how to improve the performance appraisal and it is done repeatedly until there is common consensus between the supervisor and their subordinates. The reason for extending the role of feedback is because employees are not actively involved in the appraisal process but follow the regulations (as outlined in the discussion about the opportunity to participate of employees into the process above); and they need a channel to give and receive information, to communicate with their supervisor. For that reason, feedback becomes an essential factor affecting civil servants' satisfaction with the performance appraisal.

4.3.4 The consistent performance standards

According to the questionnaire analysis result, the mean score of Consistent performance standard was 2.05, particularly 20.2% and 61.9% of respondents were strongly agree and agree respectively that the performance standards are applied consistently across employees. In other word, public officials believe that the appraisal is applied uniformly among employees in an agency. The result from multiple linear regression analysis also present the significant evidence that consistent performance standards positive affects Satisfaction of the employees with the performance appraisal. There are two possible explanations for this phenomenon. The first is due to the application of a standard guideline for evaluating civil servants; hence the assessment is the same among civil servants. The second explanation may come from the

influence of collective culture. The level of in-group collectivism of the organization will affect the sense of equality in employee performance appraisal. More specifically, high level of in-group collectivism may lead the high level of consistency in performance standard. This issue is discussed in more detail in the section on culture factor.

4.3.5 The ratings based on performance achieved

The ratings based on performance achieved was measured using a two-items scale in which the mean score was 2.25 (± 0.66) and 2.14 (± 0.66) respectively, which reflected participants' inclination towards performance ratings. Compare with other items, the mean value of this variable is higher than other variables belonged to procedural justice variables. This signal disclosure a difference of employees' perceptiveness in term of procedural justice and distributive justice, while the majority of respondents agree with the items of procedural justice, they just feel normal with distributive justice. The quantitative analysis results show that there is a statistic significant effect of performance ratings on the satisfaction of employees, which was comparable with the opinion of J. Greenberg (1986). An explanation may be that all the department apply the same guideline in evaluating civil servant, this phenomenal created a uniformity among agencies in the way civil servants are assessed. In other words, the receipt of rating based on performance achieved are relatively similar across agencies, which leaded high level of employee approval when surveyed for this factor.

In additional, a deeper understanding of this issue can be revealed through an interviewee's comment:

“Because the current performance appraisal system lacks specific evaluation criteria, it is difficult to rate employees based on the performance achieved. In this context, the supervisor tends to use a generic receipt to rank their employees. In the employee respective, they perceive the similarity in the performance rating receipt but due to the lack of alternatives methods, most of them just follow the current appraisal system without objection or support the appraisal system.”

One important thing to keep in mind is that the effect of “performance ratings” on “Satisfaction” varies by the cultural factor. More specifically, figure 4.2 shows that the in-group collectivism variable hurts the performance-based appraisal. In other words, the higher in-group collective culture, the weaker association between performance appraisal ratings and employees’ satisfaction. This phenomenon is common in the Asian context, where the role of the collective often prevails over the individual, in which the individual feels no shortage of opportunity to express himself, which is the fundamental cause leading to dissatisfaction.

4.3.6 The relation toward reward allocation

Reward allocation made a significant contribution to satisfaction of employees. This result sharply consists the opinion of Cascio and Aguinis (2008) who mentioned that organizational rewards related to satisfaction with the system of appraisal. In the same vein, the result from questionnaire analysis presents that the majority of respondents agree that the allocation of rewards in their department is relatively reasonably. In particular, the four-items scale to measure reward allocation have the mean score ranged from 2.11 (± 0.68) to 2.30 (± 0.86), which indicated that civil servants in Daklak Province are

relatively satisfy with the current reward allocation in term of the determination of rewards, pay increases, link between performance and rewards, and the effect of appraisal to rewards. However, a further discussion can be raised as Im (2017) mentioned, in Asian context, due to the limited resources for financial reward, the motivation for public servants more related to the promotion, training opportunity and the sense of serving instead of salary increase. This issue also was highlighted by the interviewees as follows:

“The results of the civil servant appraisal were mainly used for human resource management such as planning, appointment, promotion. Other forms of commendation such as salary increase are rarely used because of the limited financial resources and psychological well-being in the working environment.”

“The primary objective of the civil servants when carrying out the annual performance appraisal was to achieve good results so that they can be considered as a prerequisite for promotion, change of working position or training opportunities. Financial rewards are often the last factor to be considered.”

The information above reveals a fact that in Vietnam context, the public official understands the distribution of rewards as an activity related to human resource management such as promotion, job transition, appointment, training and retraining instead of financial rewards. In reality, civil servants do not have a high income or financial rewards for achieving high performance; however, they accept this issue and focus more on rewarding long-term factors, and developing themselves. This phenomenon can be considered a reasonable explanation for the high consensus results of the reward distribution on the survey.

4.3.7 Culture variable

Many scholars argued that national culture could influence the relationship between the elements of performance appraisal system and the level of satisfaction among public sector employees. Following the study of Hofstede (2003) about five dimensions of culture, the public organization's culture in Vietnam could be indicated that a high power-distance and high in-group collectivism. The result from quantitative analysis indicated the same line with this comment.

In-group Collectivism

The majority of respondents agreed that group welfare and group success is more important than individual, as evidenced by the mean score of these two items, respectively, 1.81 (± 0.59) and 1.96 (± 0.79). Conversely, question number 26 (Supervisors give the same ratings to all their subordinates in order to avoid resentment and rivalries among them) and question number 27 (Appraisal is based on personal work) are at neutral position with mean of 2.91 (± 1.30) and 3.15 (± 1.13), respectively. This outcome suggests that even though Vietnam is a collectivistic society manifesting the management of groups, strong relationships, high respect to "in-group" loyalty, and harmony, this tradition has gradually changed in line with respect for individual rights. The tendency for change in this cultural factor also associates with the level of employees' satisfaction with the appraisal system. The correlation coefficient between variable "In-group collectivism" and variable "Satisfaction" is 0.34 ($p\text{-value} < 0.001$), indicating that the two variables are correlated, in other words, the higher degree of collective group organization, the better the degree of satisfaction of public servants with the appraisal system. The result from

multiple regression also supported this prediction, the value of parameter estimates of “In-group collectivism” was 0.47, significant at the confident level of 95% indicated that in-group collectivism turned positive with individual’s satisfaction. In short, the high collective characteristic of the national culture and culture in Vietnamese public organizations have positively impacted civil servant’s satisfaction with the existing appraisal system.

Power Distance

The findings from the quantitative studies indicated that, regarding to the “power distance” construct, respondents agreed that “It is important to maintain harmony in organization (mean score: 1.77, ± 0.73). However, the other three items measuring power-distance contrasted in a way that they became neutrality and disagree. The question number 29 (management should make most decision without consulting subordinates) got the mean value at 3.04 (± 1.09) while question number 30 (Manager should make most of the important decision) and question number 31 (Manager should frequently use authority and power when dealing with subordinates) had the mean score 3.64 (± 1.07) and 3.49 (± 1.12), respectively. These outcomes mean centralization is popular leading to the expectation and acceptance of the prevailing of leaders’ authority. However, it can be said that the public organization culture in Vietnam are gradually changing from a long power distance environment to a medium power distance one, which is proved that managers now could not frequently impose their authority on employees.

The outcomes from multiple regression analysis also shows the role of culture factor in the relationship between the elements of performance appraisal and employees’ satisfaction in Vietnam context. As figure 4.2 presents, both “In-

group Collectivism” and “Power Distance” influenced “Satisfaction”. Particularly, civil servants working in organizations with higher levels of Collectivism find themselves more satisfied than civil servants working in high individualism environments. In the same vein, in long power distance department, civil servants feel more satisfaction with the appraisal system than the department with short of power distance. It is clear that the cultural factor still influenced employee's satisfaction and national culture, institutional environment affected or driven the differences across society.

In addition, Vietnam culture has five distinctive characteristics, including, the collectivism; the interaction with harmony; the yin-oriented essence; the synthetic culture and the flexible culture (Dan, Ha, Thanh, & Shu, 2017). These characteristics greatly affect the performance of the government in general and the performance appraisal of civil servants in particular. In Vietnam, the above characteristics of culture strongly support the employees’ satisfaction with the appraisal system. Particularly, the collectivism creates beneficial elements for the organizational management and implementation of performance appraisal as the unity of perspective, respect, trust, and cooperation; the long power distance is a significant factor that powerful additions to implement mechanisms of democratic centralism, orders, rules, and regulations smoothly. With such cultural characteristics, Vietnamese officials feel attached to the organization and are greatly influenced by the spirit of the organization. They are also willing to accept changes if requested from the superiors. Most of the Western scholars support that to improve satisfaction for civil servants; it is essential to emphasize individualism and to reduce the power gap in the organization. In the context of Asia, in particular, Viet Nam, the outputs from the quantitative analysis show that, contrary to the argument from Western

scholars, a highly collectivist environment and a relatively long distance of power, significantly lead civil servants satisfied.

However, it should be added that these cultural characteristics also have negative aspects. A high degree of in-group collectivism may lead to dependence, depends on the support of others; not acknowledge the efforts of an individual; subjective criticism of team members; proud and strive for the group, for the official title and achievement of the team. Also, long power distance leads to the need for jobbing assignment; guide implementation; need to have the leadership and management. These disadvantage will be further discuss on the next section.

4.3.8 Performance appraisal and Employee Satisfaction

The findings revealed that the mean scores for the two measured items in a five-point Likert scale for Employee satisfaction were 2.20 (± 0.67) and 2.19 (± 0.67) respectively, which reflected participants' satisfaction with the current performance appraisal. Although of employees' high level of respect for organizational leaders and with the belief that supervisors maintain high standards of honesty and integrity, civil servants in Vietnam claim that they are not really satisfied with the current performance appraisal system. The first rank issue is about employees pay. The current civil servant appraisal does not have much meaning in increasing income or improving self-efficacy, the results of civil servant appraisal are mainly used for human resource management purposes such as training or supplementation, promotion. Civil servants perceive the process to be formal, unrealistic without competition in the evaluation process. Therefore, they accept the completion of annual performance activities to ensure that they fulfill their assigned tasks. Secondly,

civil servants with a better performance feel dissatisfied when compared to their colleagues because the current system tends to rank them as equivalent. In other words, they lack evidence to prove their competence. Finally, and also the most critical element, civil servants are influenced by the organizational culture as well as the national culture during the civil service appraisal process. With a high collective level and long power distance environment, the working environment is concerned and ensure harmony, civil servants are easy to get support when needed. However, on the other side, civil servants have little chance of expressing self-efficacy, and their performance can be influenced by other members of the organization.

In short, civil servants in Vietnam are neutral with the current performance appraisal because of two core weaknesses, which has been explored through questionnaires and interviews. The criteria for evaluating public servants have not been concretized clearly according to each job position, task and function. Instead of that, the current appraisal system was prescribed for all public employees even the range of function, capacity, and task among them are extensive. Besides, the high group-collectivism, harmony culture make civil servants feel satisfied with the current system but hinder the motivation to change, reforming in the performance appraisal activity.

4.4 Summary

This chapter presented the result and overall findings of the research study. The main purpose of these analysis is to find the answer for the research question as well as to quantitatively test the research hypotheses. To achieve these objectives, the research applied various methods of analysis to using the pilot study and main quantitative study.

The pilot study aimed to assess the key requirements through instrument purification, such as checking question wording, arrangement, understanding of respondents, questionnaire duration and analysis procedure. Moreover, the pilot study was used to evaluate the degree of content validity and reliability to confirm that the directions, questions and scale of questions can be complete by all participants.

The main quantitative study which aimed to discover the relationship between independent and dependent variables, as well as some moderator and control variables in the performance appraisal exercise in Vietnam. This chapter then presented the procedures, followed by assessing the structural model and the result of hypotheses testing. Seven hypothesizes represented by causal paths were used to test the relationships among the variables. The outcome indicated that the first hypotheses were not statistically significant, while the others are accepted. At the end of this chapter, T-test procedure was used to testing the influence of the demographic variables such as Age, Position, Last result appraisal toward employee's satisfaction as the control variables. The next chapter presents some recommendation as well as the conclusions of the research.

Chapter 5. Recommendation and Conclusion

This chapters presents the conclusions of the study. It summarizes the major finding and provides some recommendations relevant to enhance the effectiveness of the current performance appraisal system in Vietnam Civil Service.

5.1 Summary of Key Findings

The study focused on clarifying the factors affecting public official's satisfaction with the performance appraisal system, and also assessing the effectiveness of the current appraisal system. The research was conducted in 20 provincial departments in Daklak Province, Vietnam with 168 respondents. The primarily methods of this study was quantitative, however, some qualitative data was employed for the purpose of explanation the findings from quantitative method as well as suggesting some recommendations. The specific objectives of the study were; to identify the factors influence employees' satisfaction of the performance appraisal system in Vietnam Civil service, a case in Daklak Province. The study also answered the following research question: What are the factors affect the individual appraisal satisfaction of performance appraisal system? The study first examined the available literature, with particular emphasis on the Organizational Justice Theory introducing by Jerald Greenberg (1987) for developing the approximate research hypotheses. These hypotheses were then verified through the survey and analysis of survey data. The main finding of this study are discussed as follows:

According to the Organizational Justice Theory, there are two dimension of justice, which are Procedural justice and Distribution justice, affect the

satisfaction of employee in organization. Apply the model of Jerald Greenberg (1987), the study detailed the elements of procedural justice into “the opportunities to participate”, “the ability to give and receive feedback”, “the consistent performance standards” and also specified the elements of distribution justice into “performance ratings” and “reward allocation”. The influence of these five factors on employee’s satisfaction with the performance appraisal system were examined. The result indicated that except for factor “Participation”, all four factors have positive effects on the satisfaction of public servant with the current appraisal system. Moreover, the outcomes also shown that cultural factors have significant effect on satisfaction of employee with the performance appraisal.

Besides, it is clear that from both the qualitative and quantitative findings, the current civil service appraisal system is only rated at a moderate level by the employees, mean that most civil servants do not feel satisfied with the current appraisal system. Thus, to improve the satisfaction of employees, there is a need to solve the various issues and challenges related to the implementation of the current performance appraisal in the areas identified as follows:

Poor job analysis and job descriptions

Many studies in Vietnam have shown that the current structure of civil servants is not consistent with the structure of work. The lack of complete job analysis and job description system leads to many limitations such as: lack of evidence, database for core human resource processes (recruitment, training and development, performance, compensation and benefit), lack of communicate organizational expectations. The development of a complete model of job analysis and job description will be a measure of the quality of the employee, thus enabling the manager to assign the job to the public servants more

accurately and effectively. Finally, a comprehensive job description system is the precondition for civil servant performance appraisal, a prerequisite for improving the effectiveness of the performance appraisal system, which indirectly affect the employees' satisfaction with the appraisal process.

Lack of comprehensive criteria system for appraising civil servants

The elements of current civil servant appraisal are too vast. Although according to the Civil Servants Law in 2008, the basis for evaluating public servants is determined by four items include: discipline, morality, responsibility and achievement. Such an approach is not appropriate, attaching the result of public servants' performance along with discipline, ethical, behavioral and responsibility factors undermined the effectiveness of performance appraisal system. Rather than focus on evaluating public officials' performance, managers are distracted by the three remaining elements of discipline, morality and responsibility, which result in failing the achieve the original purpose of performance appraisal.

As far as capacity evaluation is concerned, the current legal system does not provide specific criteria for appraising public servants. The lack of specific measurement criteria leads to the inability to identify individual performance and to compare individuals. Also, there are no specific indicators that lead to the status of public servants focused on job performance based on quantitative criteria that ignore quality factors, and the final result.

National and Organizational Culture

As mentioned in section 4.3.7 above, Vietnam culture has been portrayed as “being polite, avoiding open conflict wherever possible”, According to Dan et al. (2017), Vietnam national culture has five distinctive characteristics,

including, the collectivism, the interaction with harmony; the yin-orientation essence; the synthetic culture and flexible culture. Regarding to power distance, Vietnam traditional value follow the trend of Confucianism, Buddhism, the seniority, flexible in feedback, in other word, Vietnam culture has a long power distance which lead to the need for job assignment, guide implementation. The Hofstede classification (2011) also indicated that Vietnam is a collective society, operating under the management of the group, strong relationships between individuals and individuals, respect loyalty, unity, harmony, and saving. In the context of such a culture, the civil service performance appraisal system with the requirements for equality, accuracy, precise results, highlighting the role of the individual and shortening the power gap between managers and subordinates can hardly be accepted in the short term. Because of the cultural barriers that come from both local authorities and the central government, the Vietnam Government still struggle in implementing a comprehensive and complete system of civil servant performance appraisal.

5.2 Recommendation

This section provides recommendations are necessary to improve the employees' satisfaction with the current performance appraisal in Vietnam based on the findings from both qualitative and quantitative analysis. The recommendations are synthesized into a unified roadmap that is implemented step by step to achieve the ultimate goal of developing an effective civil servant performance appraisal system, which is consistent with the characteristics of the Vietnamese civil service.

First Stage: Organizational analysis, job analysis, job descriptions for civil servant based on performance results.

Job classification in the civil service is derived from descriptions, analyzes all job positions undertaken by civil servants. The recruitment, training, promotion, evaluation, pay and other personnel policies have to base on the job standards derived from the description and analysis of job positions. Job descriptions are also a prerequisite for establishing a system of performance evaluation criteria. These contents are being implemented in Vietnam, which is a favorable condition for further improvement and direct service to the process of applying the performance appraisal and payroll mechanism based on performance result.

Second Stage: Develop a system of performance criteria for appraisal public employees suitable for each job position.

A comprehensive system of criteria for evaluating civil servants is essential for a capable civil servant performance appraisal system. However, in the current context of Vietnamese culture and civil service, the development of a system of criteria should be carefully considered to ensure the possibility of a successful implementation. Accordingly, the top-down approach, or more specifically, the approach that central government develop a system of indicators and then implement nationwide, is thought to be difficult to achieve in reality. The lack of consensus among local authorities, as well as the inability to ensure comprehensiveness, is consistent with all localities of the central government's indicator system may be the main reason for the failure of this approach.

Therefore, the decentralized approach, given the responsibility to develop a detailed evaluation criteria system, should be transferred to the locality. With this approach, the central government only develops the existing legislative, and regulatory framework on public servant evaluation criteria according.

Local governments will base on that framework to develop specific standards for each of their respective departments. This bottom-up approach has the first advantage of engaging the civil service, including the central government, local government, and civil servants, who are directly involved in the annual appraisal process. The second advantage of this approach is that the system of evaluation criteria will be appropriate to the actual situation, as well as the comprehensiveness of the different employment positions and the different agencies. However, the disadvantage of this approach is that it may contain the inconsistencies in performance criteria system among locality and cannot be achieved in the short term. In order to overcome this problem, the final step in the construction phase of the criteria system is to synthesize all appraisal models of local government, thus building a standard model for the whole country.

Third Stage: Setting up salary funds to serve the performance appraisal and piloting ratings and paying public servants according to performance results

The current performance appraisal system cannot motivate civil servants due to the ambiguity link between performance result and income increase. Strengthening the link between wages and performance result will attract the intrinsic involvement of civil servants in the appraisal system, thereby improving the quality of the performance appraisal system. Therefore, it is necessary to develop a separate salary fund to sponsor the payment based on performance appraisal of public servants. In that case, the salary structure of the civil servant will consist of two parts, which include the fixed salaries according to rank, grade, and flexible salary based on the performance result.

In addition to the three stages of developing the performance appraisal system discussed above, it is essential to consider the impact of cultural factors on the

implementation of the roadmap proposed. With the characteristics described of the Vietnamese culture mentioned earlier, the development of a substantive performance appraisal system need a gradual change of the organizational culture in the public sector in Vietnam. The actor plays a vital role in the cultural transformation of public organizations is the head of each agency. They participate in all stages of the civil servant performance appraisal process, from the first steps such as setting criteria, conducting assessments, determining outcomes, receiving feedback, and finally distributing awards. Also, they greatly influence the effectiveness of the appraisal system when exercising their power and authority to require their subordinates to participate actively in the evaluation system or to distribute the reward based on fair performance results. In order to change the organizational culture, it is necessary first to change the leadership style of the heads of agencies. Administrative orders can be implemented in this case, but it would be more appropriate to apply other flexible methods according to the Vietnamese context, such as training the manager and supervisor or utilizing pressure from people and subordinate. The content of the cultural transformation of the public organization in Vietnam should be further studied in other research.

5.3 Conclusion

Civil servant performance appraisal is a fundamental part of the overall human resource management in the public sector. The capacity and performance of the civil servants' workforce significantly affect the efficiency and effectiveness of the government as well as the administrative system; thus it is clear that civil servant performance appraisal plays an essential role in the public sector. In other word, the core point is the significance of accurate appraisal toward the

evaluation of recruitment, selection, and training procedures. Also for the employee, a comprehensive appraisal can increase employee motivation and their productivity through feedbacks.

The study has identified the factors that affect individual satisfaction with the performance appraisal processes, clarified the performance appraisal processes in relation to its effectiveness, also described the challenges of the existing system and suggested recommendations to management for the necessary improvement. The findings of the research have revealed that civil servants feel relatively satisfied with the existing appraisal system. This result is due to the contribution of elements such as the ability to give and receive feedback, distribution of reward, performance ratings and the consistent application of performance standard. However, the study also indicated that the lack of a comprehensive criteria evaluation and culture factor have negatively affected the effective implementation of the performance appraisal system in the Vietnam Civil Service.

The study also proposed a three-stage solution that includes developing a reliable and complete system by focusing on the criteria, evaluation methods; the use of flexible appraisal results for the civil servant management system; and also the effect of cultural elements in public organizations in Vietnam. With the results of research, it can be stated that a comprehensive performance appraisal has excellent potential for implementation in Vietnam context.

5.4 Limitations of the Study

The major limitation of this study was the distribution and collection of the questionnaires. Because the researcher cannot directly meet and distribute the questionnaire to the respondent, thus the online questionnaires method was

used to collect data. This method partly affects the validity of the research. Due to the same reason, there was 168 participants responded the questionnaires (reach 84% target sample size), even though the target number of participants in the survey stage was 200 respondents. This sample size is relatively small compared to conventional standards, which also affect the statistic validity of the findings.

Another limitation of the study is the ability to generalize and apply research outcomes to other public organizations. The research focuses mainly on the civil servant performance appraisal system of provincial departments in the local government, particularly Daklak province. As a result, research outcomes can only be tailored to other local governments in Vietnam that are difficult to apply to the central government or other countries. Nonetheless, it may be argued that the study brings a deeper understanding about the situation of local public organization in Vietnam with regard to the use of performance appraisal.

Time and resources were constrained by the far geographical distance between the location of the researcher and the data collection site. Finally, as a civil servant, my evaluations of the system and my interpretation the findings may contain personal biases which influenced the outcomes of research.

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Appendix A

SEOUL NATIONAL UNIVERSITY

GRADUATION SCHOOL OF PUBLIC ADMINISTRATION

QUESTIONNAIRE

Dear Respondent,

This questionnaire is part of the on-going research on the topic “**Employee performance Appraisal Satisfaction: A practice in the Vietnam Civil Service**”. The questionnaire focused on the annual performance appraisal in your department. Please, be assured that confidentiality of your response is highly guaranteed and used for academic purposes only. Name or any form of identity on this questionnaire is not required.

1=Strongly Agree 2=Agree 3=Neither Agree nor Disagree 4= Disagree 5=Strongly Disagree

Participation	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
1. I have the opportunity to prepare for my performance appraisal.	1	2	3	4	5
2. I am encouraged to be part of the process leading to the performance appraisal.	1	2	3	4	5
3. I have the opportunity to make suggestions on how to improve the performance appraisal process.	1	2	3	4	5
4. I am encouraged to give my opinions during a performance appraisal.	1	2	3	4	5
5. My manager and I agree with the performance objectives I am measured against.	1	2	3	4	5
6. I have the opportunity to respond to things that I	1	2	3	4	5

disagree with on my
performance appraisal.

Feedback	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
7. The appraisal feedback I receive allows me to improve my job performance.	1	2	3	4	5
8. The performance feedback I receive is relevant to the things I do at work.	1	2	3	4	5
9. My rater reviews with me my progress towards my goals.	1	2	3	4	5
10. In general, I feel that the appraisal feedback I receive from my manager is useful.	1	2	3	4	5
Consistent Performance Standards	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
11. Performance standards are applied consistently across employees.	1	2	3	4	5
Performance Ratings	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
12. The performance appraisal success to recognize across employees.	1	2	3	4	5
13. The performance appraisal evaluates me on the most critical factors of my job.	1	2	3	4	5
Reward Allocation	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
14. The performance appraisal is used fairly in the determination of rewards.	1	2	3	4	5
15. Performance appraisals influence pay increases.	1	2	3	4	5
16. There is a clear link between performance and rewards.	1	2	3	4	5

17. The rewards I receive are influenced by my performance appraisal.	1	2	3	4	5
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Satisfaction	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
18. My last performance appraisal was a positive experience for me.	1	2	3	4	5
19. I am satisfied with my last performance appraisal.	1	2	3	4	5

Current performance appraisal system	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
20. The appraisal criteria (general) in which I am evaluated is fair.	1	2	3	4	5
21. The performance criteria used in the appraisal form measures my real performance.	1	2	3	4	5
22. With my performance now, overall I am fully satisfied with my current salary.	1	2	3	4	5
23. Overall, I am fully satisfied with criteria used in the current appraisal system.	1	2	3	4	5

In group collectivism	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
24. Group welfare is more important than individual rewards.	1	2	3	4	5
25. Group success is more important than individual success.	1	2	3	4	5
26. Supervisors give the same ratings to all their subordinates to avoid resentment and rivalries among them.	1	2	3	4	5
27. My performance appraisal is based on the quality and quantity of my work and not on my personality or position.	1	2	3	4	5

Power Distance	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
28. It is essential to maintain harmony among my peers, subordinates, and workers in my organization.	1	2	3	4	5
29. Employees should not disagree with management decisions.	1	2	3	4	5
30. Management should make most decisions without consulting subordinates.	1	2	3	4	5
31. It is frequently necessary for a manager to use authority and power when dealing with subordinates.	1	2	3	4	5

Demographic information

32. What is your current department?
33. What is your current position?.....
34. How many years have you worked for this department?
35. What is your gender?
36. What is your current age?
37. What is your highest level of format education?
38. What is your last performance rating grade?

Appendix B

SEOUL NATIONAL UNIVERSITY

GRADUATION OF PUBLIC ADMINISTRATION

SEMI-STRUCTURE INTERVIEW GUIDE (for supervisor)

Dear Respondent,

This interview is part of the on-going research on the topic “**Employee Performance Appraisal Satisfaction: A case from Vietnam Civil Service**”. The interviewees are the supervisors in charge of annual performance appraisal work at provincial departments in Daklak Province. Your response is highly guaranteed and used for academic purpose only. Name or any form of identity on this interview is not required.

Thank you for complete this interview.

Interview Agenda

1. What do you think are the main reasons for implementing an appraisal system?

2. **In your opinion, how effective is the current appraisal system in your organization?**

- If effective → In what ways, the current appraisal system is effective with regards to measuring employee performance and achieving organizational goals?
- If not effective → In your experience, what are the issues and challenges that undermine the current appraisal system?

3. Do you think the current appraisal system is a true reflection of employee performance?

- If yes → Can you explain a bit more?

- If no → Why do you think this is not so? How do you make the appraisal reflect true measures of employee performance?
4. In your opinion, are employee satisfied with the system used in assessing their performance? How?
5. Apart from promotion purposes, what other uses is the Performance Appraisal results used for, in your organization?
6. Is the performance appraisal system link with compensations and benefits in the Civil Service? How?
- 7. What problems do you think are obstacles against effective implementation of the current Performance Appraisal System?**
8. Do you think the current appraisal system needs to change?
- If yes → in what ways?
 - If not → Why not?
9. What are your views on conditions required for successful performance appraisal? Tick appropriately.
- Set objectives []
 - Periodic review of goals []
 - Employees should be provided the necessary tools to perform []
 - Feedback []
 - Job Description []
10. What is the way you would like to see performance appraisal implemented?
11. Kindly write any additional suggestions for improving the current performance appraisal system in the Vietnam Civil Service;

국문초록

공무원 성과 평가 만족도: 베트남 공무원 실태 조사

Dao Hung
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글로벌행정전공

본 연구의 목적은 Daklak 지방행정기관의 공무원들로부터 수집한 자료를 이용하여 베트남 공공부문 직원들의 성과평가 만족도에 영향을 미치는 결정요인을 조사하는 것이다. 이 연구는 평가 시스템에 대한 공무원들의 만족도에 직접적으로 영향을 미치는 5 가지 요인을 확인하고, 또한 2 가지 차원의 문화 수준이 성과 평가 만족에 미치는 간접적인 영향을 조사하였다.

조사 결과에 따르면 오직 네 가지 요인인 "피드백", "일관성", "평가점수", "보상배분"만이 직원의 만족도에 상당한 영향을 미치는 것으로 밝혀졌다. 게다가, 집단 내 집단주의가 심해지고 권력 거리가 길어지면 베트남에서는 공무원들의 만족도가 높아지는 것으로 나타났다.

조사 결과에 기초하여, 베트남에서는 상향식 접근의 시행을 권고하였다. 구체적으로 말하면, 지자체는 중앙정부와 협의하여 완전한 평가기준제를 개발하는 데 핵심적인 역할을 수행할 필요가 있다.

주제어: 성과 평가, 평가 기준, 개별 만족도, 문화 차원

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